

## Programme Specification for FdSc Sports Performance Coaching

**This document applies to Academic Year 2024/25 onwards**

*Table 1 programme specification for FdSc Sports Performance Coaching*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	Birmingham Metropolitan College (BMET)
<b>3.</b>	<b>Programme accredited by</b>	University of Worcester
<b>4.</b>	<b>Final award or awards</b>	Foundation Degree (FdSc)
<b>5.</b>	<b>Programme title</b>	Sports Performance Coaching FdSc
<b>6.</b>	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	Successful completion of the FdSc will allow students to progress to: Level 6 BSc (Hons) Sports Coaching See Section 19 for further information
<b>7.</b>	<b>Mode and/or site of delivery</b>	BMET Sutton Coldfield College
<b>8.</b>	<b>Mode of attendance and duration</b>	2 Years Full Time 3-4 Years Part Time
<b>9.</b>	<b>UCAS Code</b>	C611
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport, and Tourism (2019)</a> <a href="#">Characteristics Statement: Foundation Degree (2020) (qaa.ac.uk)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved June 2024

### 12. Educational aims of the programme

The aim of the programme is to produce competent sports professionals that can work in a performance coaching or a professional club environment.

The FdSc Sport Performance Coaching programme aims to enable students to develop the knowledge, practical, intellectual and employability skills necessary for a long-term career in sports coaching along with the requirements for independent and critical thinking, professionalism, personal and social responsibility. On completion of this programme, students could be pursuing careers in the sector in sports-specific Professional Sports Clubs, National Governing Bodies, Independent Bodies/Athletes e.g. Olympic and Paralympics or relevant Talent Development Programmes and Pathways. Students could also choose to further develop their studies in a relevant subject.

The educational aims of the programme are to:

- A. Develop qualities, attributes, and transferable skills relevant for sport coaching related roles, further study, and lifelong learning.
- B. Provide transformational educational experiences to develop critical perspectives and research skills to apply to the multifaceted nature of sports coaching.
- C. Apply and critique key principles of sports science coaching concepts, models and practices to problem solve within coaching context by applying insights to inform future coaching practices.
- D. Apply inclusive pedagogical approaches to sports performance coaching, considering diverse learning styles, abilities, and backgrounds of athletes.
- E. Develop independent learning of transferable skills in the field of sports performance coaching, nurturing professional curiosity, resilience, and digital citizenship.
- F. Critically reflect and examine the ethical, social, economic and safety implications of professional decision making and actions, which apply industry standards, legal and best practice coaching practices.

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

*Table 2 knowledge and understanding outcomes for modules/codes.*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Apply coaching theories, models, and methodologies, including athlete-centred coaching, inclusive pedagogical strategies, and effective coaching frameworks to enhance athlete development, skill acquisition, and foster positive learning environments.	FDSP2001 FDSP2002 FDSP2003
2.	Understand and apply ethical considerations and professional responsibilities associated with Performance Sports Coaching including Safeguarding, Athlete Welfare and Promotion of Positive Values to practice.	FDSP2001 FDSP2003
3.	Evaluate the Sports Science principles of Performance Coaching, including nutrition, injury prevention, athlete development and the importance of performance analysis and technology.	FDSP2004 FDSP2005

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
4.	Evaluate the effectiveness of coaching theories, methodologies, and practices across a range of contexts, utilising advanced critical thinking skills for informed decision-making, problem-solving, and strategic adaptation as a coach.	FDSP2003 FDSP2006
5.	Explore, analyse, and evaluate a variety of research methodologies to develop own research skills and techniques.	FDSP2006
6.	Critically review and select sports analytics platforms to inform programmes; assess performance and identify performance trends.	FDSP2001 FDSP2002 FDSP2003 FDSP2005
7.	Demonstrate proficiency in data collection and interpretation from a wide range of sources, including, performance metrics, video analysis, and sports science research.	FDSP2005 FDSC2006

*Table 4 skills and capabilities related to employability outcomes for module code/s.*

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
8.	Plan, deliver and evaluate coaching sessions across a variety of sports at a performance skill level, demonstrating competence and readiness for coaching roles.	FDSP2002 FDSP2003 FDSP2004

Skills and capabilities related to employability		
9.	Effectively translate theoretical knowledge into actionable coaching strategies.	FDSP2002 FDSP2004 FDSP2005
10.	Analyse athlete performance at a range of levels, identifying strengths and areas for improvement which support the production of tailored team and/or individual training programmes.	FDSP2004 FDSP2005

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
11.	<b>Communication Skills:</b> Communicate effectively to convey instructions; provide feedback and build rapport with others (athletes; stakeholders) to develop trust, enhance relationships and promote team dynamics	FDSP2001 FDSP2002 FDSP2003
12.	<b>Leadership Abilities:</b> Demonstrate leadership qualities of motivation, inspiration, teamwork, collaboration, and decision making to empower athletes and develop positive working cultures.	FDSP2002 FDSP2003
13.	<b>Problem Solving Skills:</b> Demonstrate analytical and problem-solving skills to assess a range of situations; identify solutions and adapt strategies to achieve desired outcomes.	FDSP2001 FDSP2002 FDSP2003 FDSP2004
14.	<b>Adaptability and Flexibility:</b> Adapt to changing circumstances; opponents and demands/levels of performance.	FDSP2002 FDSP2003 FDSP2004 FDSP2005
15.	<b>Digital Capabilities :</b> Demonstrate proficiency in the choice and use of digital technologies to create, communicate and collaborate online.	FDSP2003 FDSC2005

## Learning, Teaching, and Assessment

BMET aims to provide a holistic Teaching, Learning and Assessment experience on this programme ensuring that a range of pedagogical strategies are used to develop students holistically and systematically. This will be defined as:

- **Lectures** (in person face-to-face) where knowledge and understanding will be developed through a wide range of strategies which stretch and challenge each student.
- Additional opportunities for learning and personal development will come from **Seminars; Workshops; Tutorials and Practical Sessions** (both with peers and 'in-the-field' with associated groups)
- Students will undertake teacher led activities as well as peer learning through **Presentations; Discussions; Mentoring; Coaching Sessions** leading to Peer Feedback/forward opportunities and wider skill building.
- Students will undertake a range of **formative and summative assessments** across all the modules which will have a variety of localised/case study scenarios designed to meet the local employment needs. Students will also be assessed on their theoretical, analytical and research skills in relation to future employment.

- Students will have the **opportunity to complete work experience** with established BMET Sports Sub-contracts and Partnerships to develop a wider scope of practices and working within different sports whilst still having a focus on their main sport.
- Students will develop skills in **collaboration and community** not only with their group peers but also in the wider contexts of the college, the college sports programmes, and the wider local community.
- Students will be able to attend and achieve **additional qualifications** aligned to their course but also courses highlighted in the BMET Sports Calendar e.g. First Aid; Coaching Courses; Talented Athlete Scholarship Scheme (TASS) CPD Sessions.
- Students will be able to **develop leadership skills** through volunteering for local, regional, and national events connected to AOC Sport and other College Stakeholders
- ALL BMET students are encouraged to develop their **Digital, Maths and English Skills** through online learning platforms across the college. These include Century Tech and IDEA.
- Students will use BLACKBOARD and TURNITIN for Formative and Summative Assessments and will need to be familiar with a variety of learning and tutorial platforms that they will engage with staff either in class or remotely for additional support.
- Students will **receive Feedback** in a variety of forms and will need to be able to effectively develop SMART goals and Professional Journals (MS SWAY) to provide records of continuous reflection and development.

## Teaching

Students are taught through a combination of lectures, seminars, gym and practical sessions, off-site coaching sessions, and workshops. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures and the practical and gym-based sessions will be a mixture of teacher-led and peer-led sessions designed to develop, support and lead within a safe environment encouraging reflective practice. Teaching will take place in a variety of environments including the Sports Hall, Gym, Sports Rehabilitation Room and dedicated HE IT and General Classroom. If required, there are external spaces available at our Partnership Sports Clubs. There is also a classroom dedicated to Sports Analysis and the College is also developing an Immersive Classroom which will be available through a booking system from September 2024.

Taught sessions will be enhanced with resources and activities available through the University's virtual learning environment, BLACKBOARD platform.

The University 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 Student Services and Library Services, and the Personal Academic Tutoring system 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.

## Contact time.

In a typical week students will have around 13 contact hours of teaching.

Typically, class contact time will be structured around:

- Theoretical Lectures
- Practical Lessons
- Group Seminars (including Discussion Workshops to develop critical thinking)
- Specific Course Tutorials

## **Work Based Learning**

Students are required to complete 200 work-based learning hours at both level 4 and level 5. This can be achieved through a minimum of one work placement for the duration of the course, but no more than four. Students should concentrate on their chosen sport but not discount a multi-sport placement or exposure to other sports within one placement. It is expected that the student will find their own placement (with support from the College placement team to ensure the placement meets the College's and University's requirements) but there will be opportunities within the College's contacts. Students will have a module work-placement mentor who will undertake all responsibilities as well as supporting with the work-placement logbook and reflective practitioner logbook.

## **Independent self-study**

In addition to the contact time, students are expected to undertake around 19 hours of personal self-study per week. Typically, this will involve further reading and research across all the modules and extended reading on a broader range of subjects. Students should also develop skills through digital studies/use of online platforms and programmes. Students could also take on live analysis observing sports coaches across a wide range of sports and coaching methodologies. They could practice communication and leadership skills through participating in online courses, webinars, and networking with other coaches.

Independent learning is supported by a range of excellent learning facilities, including the College LRC as well as the dedicated HE study area (A Level Building) and the new Sports Analysis Suite located in the Sports Hall building.

## **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 dedicated Sports Lecturers who have extensive delivery experience in specialist subjects. All staff also have related industry experience and undertake Industry Upskilling on an annual basis as part of dedicated CPD. All teaching staff are qualified Further Education (including Higher Education) teachers and are supported by 2 Sports Administrators and Sports Academy Coaches where specialist Coaching activity is required.

## **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 precise assessment requirements for an individual student in an academic year may vary, but a typical formal summative assessment pattern for each year of the course is:

### **Year 1**

- 2 Written Assessments
- 3 Presentations
- 2 Practical Assessments
- 1 Research Proposal
- 1 Journal

### **Year 2**

- 3 Essays/Written Assessments
- 1 Practical Assessment
- 2 Journals
- 1 Research Project
- 4 Presentations

## 14. Assessment strategy

The programme aims to develop autonomous and independent students who possess a broad range of intellectual, practical, and transferable skills. To achieve these aims, a range of methods is used to assess students, as discussed in section 13.

Assessment of learning is designed to measure competence in meeting of the academic learning outcomes. As this is a Sports Performance Coaching Foundation Degree, assessment is designed to take place across the academic year to ensure students develop both reflective practice whilst being able to also use elements of each module across all parts of their study. The grading structure for the practical elements of the course is designed to measure threshold competence.

The emphasis on formative assessment gives more opportunities to provide feedback and this will take a variety of forms; each of the modules have a formative assessment strategy. Information showing summative assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates, is included in the course handbook.

All module assessments will undergo the same standardisation and moderation and standardisation process that is current within the School of Sport Exercise Science and UW; (<https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>). This will ensure all summative assessments will be standardised before marking commences with an elected course team and moderated post marking 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 UW School of Sport and Exercise Science modules.

## 15. Programme structures and requirements

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.

This programme is a collaborative partnership between Birmingham Metropolitan College (BMET) and the University of Worcester.

*Table 6 FdSc Sports Performance Coaching*

<b>Course Title: FdSc Sports Performance Coaching</b>
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### LEVEL 4

*Table 7 level 4 award map for FdSc Sports Performance Coaching*

<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>
FDSP1001	Professional Practice in Sports Coaching (WBL)	30	M	None
FDSP1002	Physical Preparation for Performance	15	M	None
FDSP1003	Fundamentals of Inclusive Coaching	30	M	None

FDSP1004	Scientific Underpinnings of Sports Coaching	30	M	None
FDSP1005	Introduction to Research in Performance Coaching	15	M	None

#### Requirements at Level 4

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

#### LEVEL 5

*Table 8 level 5 award map for FdSc Sports Performance Coaching*

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDSP2001	Professional Skills in Performance Coaching	15	M	None
FDSP2002	Coaching Pedagogy, Practice and Sports Performance	30	M	None
FDSP2003	Applied Professional Practice in Sports Coaching (WBL)	30	M	None
FDSP2004	Strength and Conditioning in Elite Performers	15	M	None
FDSP2005	Performance Analysis	15	M	None
FDSP2006	Applied Research Methods in Performance Coaching	15	M	FDSP1005

#### Requirements at Level 5

Students must take all mandatory modules. Students must successfully complete 120 credits in total at Level 5.

#### 16. QAA and professional academic standards and quality

The award is located at Level 5 of [OfS sector recognised standards](#), [FHEQ Qualification Descriptor](#) and makes reference to [QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism \(2019\)](#). The programme has been informed by key characteristics of the [QAA Characteristic Statement: Foundation Degree \(QAA, 2020\)](#) of employer involvement, accessibility, articulation and progression, flexibility and partnership. A distinctive feature of foundation degrees is work-based learning, the programme has been guided by [UK Quality Code for Higher Education Advice and Guidance: Work-based Learning](#) (QAA, 2018). *The programme has also been aligned to the [UK Coaching Code of Practice](#).*

#### 17. Support for students

Student support is a central element of the Sports Performance Coaching programme and is available from within the Department of Sport and Uniformed Public Services at the Sutton Coldfield Campus. Birmingham Metropolitan College (BMet) welcomes applications from all students. We consider each application individually and aim to provide students with high quality tuition and support. Information regarding a disability and/or learning difficulty will be dealt with sensitively and prospective students are advised to disclose a disability or medical condition, mental illness or learning difficulty which may affect their learning.



The College supports the rights of students with learning difficulties/disabilities to attend the College and receive support and advice as appropriate. Support is also available to students through the University of Worcester (UW) such as Student Services and the Disability and Dyslexia Service.

## **Induction**

There is a comprehensive induction programme incorporating both theory and practice. The first week of the programme provides students with the opportunity to meet other students, the teaching team, and their Personal Tutor. Sessions include introducing students to the principles of learning and teaching in higher education, an introduction to information and learning systems including library resources and an introduction to student services. A cross University and College induction day will be included as part of the induction process. In addition, at the start of their placements an individual placement induction takes place. During the Induction Period, the college and University has several events including Freshers Fayre, Employer Visits, and a Sports Specific Careers Day.

## **Personal tutoring**

Personal Tutoring is integral to supporting students personally, professionally, and academically. At BMET our belief is that the Personal Tutor system is fundamental to student success. All students will be allocated a Personal Tutor, who they will see weekly throughout the academic year. The tutorial sessions are structured to guide and support each student, on an individual basis throughout their programme. They promote the academic and professional development of their tutees. Personal Tutors act as the first point of contact for students experiencing problems or concerns arising while at College, offering signposting to wider College support services. There is also a Tutorial Scheme of Work which tutors use to guide students through key local, regional, and national priorities.

## **Enrichment and Personal Development**

Students will have the opportunity to participate in a wide range of enrichment activities including Sports Academies; Physical Activities; Student and Staff Led Clubs. There is a Fitness Gym at the Sutton Coldfield Campus, which is accessible early mornings, lunchtimes and for limited times after main college hours. The College also has some key Sports partnerships with local clubs which students can use to extend their sports participation and opportunities. There is a wider College Calendar of Enrichment including Guest Speakers; Key Celebrations; Culture Days and Monthly Themes. The Sports Department also runs the Duke of Edinburgh Programme as well as a Police Cadet Programme (September 2024 start). There is also a wide variety of Leadership and Activator roles available for students wanting to expand their volunteering experience. The course will hold two Student Staff Liaison Committees (one per semester) which will be attended by academic staff, Link Tutor, and Course Representatives. These meetings are a collaborative opportunity to ensure that the student voice is prominent course related matters and decision making.

## **Curriculum design**

The programme has been designed to support student achievement through an emphasis on reflective practice which supports personal, professional, and practical skills development. Competence in practice is developed and assessed throughout the programme. There is a strong emphasis on practical and research-based work in BMET's specialist facilities, using industry specialist equipment. Students have access to The UW Virtual Learning Environment (BLACKBOARD) for module-specific material, documents, activities, videos etc as well as MS TEAMS.

Students are given the Course Handbook (published on an annual basis) to provide them with detailed programme information, information on modules and details of how to access university



and college support for their studies. They are also provided with detailed module guides which include planned teaching activity, assessment brief, assessment criteria and links to resource lists.

### **Placement support**

Prior to commencing their placement all students will have an induction and preparation for work-based learning placements. These will include professional responsibilities, expected conduct, introduction to the assessment of work-based learning documentation, policy, and guidance. They will also complete an individual placement induction on the first day of their placements. This is documented in the Employment Practice Logbooks. Students are supervised while completing work-based learning in their placements. Their mentor in their placement has primary responsibility for supporting and supervising learning experiences. Further details related to work-based learning support and assessment are available in the Student Placement Handbook and Employment Practice Logbooks.

### **Additional Support**

There is a Student Services team (Located in the LRC, BMET) who have a wide variety of services available to all students. These include information on Financial Support; Counselling; Key External Agency Contacts; Mental Health 1<sup>st</sup> Aid; Wellbeing Services, Student Services is a part of the Student Experience team, and it plays a pivotal role in ensuring the holistic development and success of all learners. The college has several Performance Coaches who can support and encourage students to manage their own learning in an order to maximise their potential, develop their skills and improve their overall performance. They have a great understanding of Generation Z and beyond and the problems and concerns that they face as a generation, providing practical advice and guidance to successfully navigate their studies.

### **Careers**

BMET has a dedicated team of Careers Advisors, and they are supported by Level 6 Career Officers from within the Curriculum Teams (sport has a dedicated Careers Officer). They support with careers advice and guidance as well as careers fairs, workshops, and presentations with guest speakers. The college also uses the Xello Careers Programme to support students with careers choices.

Additionally, students can access UW student services, including FirstPoint

<https://www2.worc.ac.uk/firstpoint/>

Student Services <https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

Disability and Dyslexia Services <https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18. Admissions**

### **Admissions policy**

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

### **Entry requirements**

The normal minimum entry requirements include a level 3 qualification which may include

Extended Diploma in Sport (Coaching and Development) Pass: Pass: Pass

Diploma in Sport (Coaching and Development) Merit: Pass

A Levels Minimum 1 Subject at Grade E or Above

4 GCSE's including GCSE Maths (Grade 4) and GCSE English Grade 4

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

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

### **Disclosure and Barring Service (DBS) requirements.**

An enhanced DBS disclosure is required for this course.

### **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 C611

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

### **Admissions/selection criteria**

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## **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.
- A student is required to submit all items of assessment to pass a module
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- A student who submits 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.
- A student who submits 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**

- A student is 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 (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

*Table 9 requirements for cert HE and FdSc awards*

Award	Requirement
Cert HE in Sport Performance Coaching	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 FdSc in Sport Performance Coaching	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

Students are provided with an opportunity to gain UK accredited coaching qualifications (at an additional cost - and discounted where permissible). This may enable learners to take on additional opportunities within the workplace, providing them with an opportunity to apply the skills and knowledge they have acquired as an integrated element of the programme.

### Graduate destinations

The course learning outcomes are explicitly relevant to both employers' and where appropriate, professional employment needs. Consideration of sustainability in the application of the knowledge, understanding and skills achieved enables successful progression both within employment and to honours level or other qualifications (QAA, 2020).

Sports Performance Coaching graduates may gain employment in the following areas: Sport performance coaching, strength and conditioning coach, performance analysis; PE teaching; Armed forces & Police; coaching business start-up; graduate level employment in the private, public and voluntary sectors.

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

Upon successful completion of the FdSc Sports Performance Coaching course, students could progress to the following degree pathways at the University of Worcester:

Level 6 BSc (Hons) Sports Coaching.

Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course Leader or another tutor teaching on the Course). 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 (with the exception for BSc/MSci Sports Therapy).

All applicants are required to complete an application through the university admissions department.

An FdSc Link Tutor will support students throughout the entire application and top-up process.

### **Student employability**

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

School of Sport and Exercise Science 'Earn As You Learn (EAYL)' scheme - 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.

The course has a strong vocational underpinning, which is developed through a mixture of Modules, placements, and practitioner-based case studies. In addition, students can also participate in a variety of additional opportunities created by the College and University, or those requested by the community, to do additional volunteering work.

### **Links with employers**

BMET have a Sports Employer Board with representatives from a diverse range of employers from the Birmingham area. This includes, Schools, Coaching Companies; NHS and Physiotherapists; Fitness and Rehabilitation Industry; Community Sport and Professional Sport. All curriculum is presented to the Employer Board who have been working supporting in terms of Curriculum Sequencing, localised examples, and case studies and placement opportunities. In relation to this course, we have several Coaching companies and opportunities for work placements.

In addition, BMET have several Subcontracts and partnerships which students will be able to communicate with to maximise placement opportunities. These include The Albion Foundation (Disability Sport), Aston Villa Women FC and City of Birmingham Rockets Basketball Club. Within these clubs, there are multiple opportunities for students to gain work placements and experience. Through Sports Staff, there are other links that could be utilised with Severn Stars Netball Club; Warwickshire County Cricket Club; The Belfry/PGA and Aston Villa FC which could also be explored for work placement opportunities on enquiry.

**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.