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Programme Specification for BSc (Hons) Sports Coaching Science with Disability Sport

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BSc Hons
5.	Programme title	Sports Coaching Science with Disability Sport
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance and duration	Full Time / Part Time 3 years full time
9.	UCAS Code	C694
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport & Tourism (2016)
11.	Date of Programme Specification preparation/ revision	Reapproved May 2017 / August 2017 – AQU amendments

12. Educational aims of the programme

The programme aims to equip students with the necessary and desirable skills with which to attain graduate employment in the field of sports coaching science, with a specialist focus on disability sport or broader associated fields of employment. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. Distinctive features of the course include that this is the first of its type in the UK to offer students the chance to develop their knowledge within disability sport, whilst also giving them the tools to work inclusively. This course is closely aligned to the BSc Sports Coaching Science degree pathway but allows students to have more of a focus on some specific aspects of working alongside and coaching individuals with a disability. In order to offer our students additional value to their degree programmes, a variety of NGB awards are embedded within the course and students are also given a plethora of opportunities to gain additional awards that align with course content. Additionally, students have a degree of flexibility when it comes to their learning which allows them to shape their degree pathway and module selection based on their area of interests and career aspirations in both disability sport and able bodied sport. The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

A. Develop an appreciation of the multifaceted nature of sports coaching science and disability sport;

B. Apply appropriate sports coaching concepts, models, science and practices to a range of theoretical and practical situations including those involving individuals with a disability;

C. Recognise, develop and apply key skills including personal responsibility and decision making in complex situations;

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  D. Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching and disability sport;

  E. Develop autonomy, independent learning and transferable skills which can be used to inspire and lead change within all sectors engaged in disability sport;

  F. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and identify possible future directions in sports coaching and disability sport;

  G. Develop employability skills and vocational competencies relevant to various sports coaching roles, disability and related disciplines;

  H. Develop reflective skills that enable graduates to critically reflect on coaching practice in disability sport, published coaching literature and their own professional development;

  I. Develop knowledge and understanding of international perspectives in sports coaching and disability sport, including knowledge of the government structures and policies that shape sport, sports coaching and disability sport in the UK.

It should be noted that these aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

13. **Intended learning outcomes and learning, teaching and assessment methods**
The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements (see Section 16) and adapted according to the needs of this particular course.

Learning Outcomes: Non-Honours degree [*Sports Coaching Science with Disability Sport*]
In order to be eligible for the exit award of Degree (non-Hons) in the named subject/area of study, a student must have passed at least 300 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map, plus at least 60 credits at level 6 including modules identified below.

Learning Outcomes: Honours Degree/*Top Up Degree [Sports Coaching Science with Disability Sport*]
By successfully completing level 6 of the programme, as set out on the award map, students will have attained the intended learning outcomes of the ***Sports Coaching Science with Disability Sport*** as set out below.

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award** *Non-Honours or BA/BSc Honours*
1.	Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching science with a focus on disability sport.	SPRT2037 SPRT3041	H/NH

2.	Demonstrate an understanding of the need for both a multi-disciplinary and inter- disciplinary approach to the study and practice of sports coaching	SPRT2050 SPRT3041	H/NH
3.	Recognise and apply the key processes underpinning the concept of inclusive coaching.	SPRT2034 SPRT3050	H/NH
4.	Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.	SPRT2034 SPRT2035 SPRT3002	H/NH
5.	Demonstrate an understanding of sports coaching through both academic and professional reflective practice.	SPRT2034 SPRT3042	H/NH

Cognitive and Intellectual skills

6.	Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice.	SPRT2035 SPRT2050	H/NH
7.	Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3002	H
8.	Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context	SPRT3002 SPRT3031	H/NH
9.	Take responsibility for own learning and continuing professional development (CPD).	SPRT2056	H/NH
10.	Demonstrate an ability and understanding to the requirements of coaching a diverse audience	SPRT2037	H/NH

Skills and capabilities related to employability

11.	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures	SPRT2037 SPRT3041	H/NH
12.	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a disability specific coaching related environment	SPRT3031 SPRT3042	H/NH
13.	Demonstrate an understanding of the moral, ethical, safety and legal issues and the. related legislation to coaching practice and working with disabled performers	SPRT3031	H/NH
14.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT3041 SPRT3042	H/NH

| 15. | Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice. | SPRT3002 | H |
| 16. | Select modules that meet individual, educational needs, vocational aspirations and career development within the framework of modules available for the course. | SPRT2056 | H/NH |

Transferable/key skills			

17.	Develop the ability to plan, organise and manage academic and applied learning	SPRT2034 SPRT2037	H/NH
18.	Develop the ability to self-appraise and reflect on practice	SPRT3041	H/NH
19.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes	SPRT2034 SPRT2056	H/NH
20.	Communicate information effectively utilising oral, written and visual forms	SPRT2035 SPRT3050	H/NH
21.	Develop numeracy, quantitative and ICT skills	SPRT2035 SPRT2050	H/NH

Learning, teaching and assessment

Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group. These sessions will be undertaken in small groups and at times students will have been asked to complete a reading, practical or research task that will inform the forthcoming session. Students will develop their knowledge and understanding of the Sports Coaching Science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and coaching principles. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

Every module provides opportunities for students to develop their thinking skills and intellectual ability, such as examining personal values and beliefs and the impact these have on coaching. Students will question their own journey so far in coaching as well as how it has developed over the duration of the course whilst enhancing their skills of enquiry in order to challenge their own and other coaches' motivation to remain as a coach. Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT or multimedia presentation.

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

Towards the end of the course an intensive work placement module is completed and can consist of coaching over a season, including coaching players with a disability or other coaching related work, including working within an NGB or from the organisational

aspect of a club. These experiences will be assessed through reflective and evaluative journals and logs along with peer and mentor feedback. There will be cross sport analysis which should stimulate debate and critical reflection. In all practical modules, students engage in tasks which help them to develop their coaching skills. This will enable students to become more competent and confident coaches and will enable them to work with people who have a range of needs.

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

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

14. Assessment strategy

The assessment strategy is characterised by a heavy emphasis on formative assessment in the first year of study in order to provide students with the opportunity to use detailed feedback to inform subsequent work and develop competency in completing a range of different modes of summative assessment. The nature of the summative work also changes as students continue their studies. At Level 4 summative assessment will emphasis provision of knowledge and understanding which is then applied to a range of sports coaching disability scenarios at Level 5 and 6 in order to develop a range of transferable employability related skills. Students will also be guided to develop their practical coaching skills in sport disability to enable them to experience coaching their peers at Level 4, through to small groups at Level 5 and then working with teams and other external participants from outside the University environment at Level 6.

15. Programme structures and requirements

Award Map:

Award maps are designed to show students which modules must be taken in order to gain different awards. It is likely that students will have to take certain modules as pre-requisites for further study in any given area and the Course Leader or members of the course team will advise students on these choices.

Level 4				
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)
SPRT1024	Principles of Inclusive Sports Coaching	30	M	
SPRT1025	Fundamentals of Sport and Exercise	30	M	
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M	
SPRT1036	Sports Coaching: Intrapersonal Skills	15	M	

SEND1003	Introduction to SEND and Inclusion: History and Legislation	30	O		
SEND1004	Special Learning Difficulties: Overcoming Barriers	15	O		
SEND1005	Exploring Mental Health in Childhood and Adolescence	15	O		

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1024, SPRT1025, SPRT1027 and SPRT1036.

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1024	
SPRT2050	Scientific analysis of Disability Coaching	30	M		
SPRT2035	The Research Process	15	M		
SPRT2037	Sport and Disability	15	O*	SPRT1027	Exclusion SPRT2042
SPRT2042	Teaching Special Educational needs and disability PE in schools	15	O*		SPRT2037
SPRT2056	Sports Coaching: Interpersonal skills	15	O	SPRT1036	
SEND2002	Global Perspectives and Special Education Needs and Disabilities	15	O		
SEND2003	Understanding Autism Spectrum Condition	15	O	SEND1004	

Single Honours Requirements at Level 5

* All students must choose one from either:
    SPRT2037: Sport and Disability
    SPRT2042: Teaching Special Educational needs and disability PE in schools

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2034, SPRT2050, SPRT2035.

NB FOR ALL STUDENTS – There are a number of modules at Level 5 that are considered pre-requisites for Level 6, so students should ensure that they make careful decisions on Level 5 module selection based on what modules they might want to select next year at Level 6.

Level 6				
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)

SPRT3001/ 3002	Independent Study	30	M	SPRT2035 or SPRT2030
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	M	SPRT2037 or SPRT2042
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034
SPRT3042	Coaching Placement and Professional Development (Disability Sport)	30	O*	SPRT2034 & SPRT2050
SPRT3031	Work-Based Learning (Disability Coaching Placement)	15	O*	SPRT2034 & SPRT2050
SPRT3026	The Developing Child in Sport	15	O	
SPRT3028	International Sport Development and Volunteering	15	O	
SEND3003	Professional Roles and Contexts in SEND and Inclusion	30	O	
SEND3004	Identity, Inclusion and Social Justice	15	O	
SEND3005	Assistive Technologies in Practice	15	O	

* All students must choose one from either:
SPRT3031 Work-Based Learning (Disability Coaching Placement)
SPRT3042 Coaching Placement and Professional Development (Disability Sport)
Please note if students are selecting this as a 15 credit module, this must be completed in
Semester 1 only; if selected as a 30 credit option then the module will be completed over 2
semesters.

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include all mandatory
modules SPRT3001/2: Independent Study, SPRT3041: Contemporary Issues in Disability Sports
Coaching and PE, SPRT3050: Advanced Coaching Pedagogy and Practice

16. **QAA and professional academic standards and quality**
Like all Higher Education courses in the UK, this award is designed with reference to the
UK Quality Code and Framework for HE Qualifications (2008), a means of describing
academic standards in terms of the academic level students are expected to achieve
and, in broader terms, the content that will be covered. Further details of quality and
academic standards can be found here:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

This course makes reference to the QAA (2016) Hospitality, Leisure, Sport and
Tourism Network (HLSTN) subject benchmark statements.

The Sport Benchmark statements include five subject areas which are stated as being
'broadly concerned with sport'. These areas relate to the:

1. Human responses and adaptations to sport and exercise.
2. The performance of sport and exercise and its enhancement, monitoring and
    analysis.
3. Health-related and disease management aspects of exercise and physical
    activity.
4. Historical, social, political, economic and cultural diffusion, distribution and impact
    of sport.
5. Policy, planning, management and delivery of sporting opportunities.

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These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sports Coaching Science course the primary focus is given to the subject benchmark areas of 1, 2 and 5.

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 degree.

This award is located at level 6 of the FHEQ.

17. Support for students
Personal Academic Tutor System
Each student will be allocated a personal academic tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through HE study
- Greater understanding of how study in the discipline area at the University can help the student towards their goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement in the development of subject, generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the students' HE experience to others including employers

The personal academic tutor will also:

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

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

Study Skills
Effective study skills are a vital element in achieving academic success on the course. During the students' time at the University, they will be judged on their performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

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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 provides specialist support on a one to one basis. 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.

http://www.worcester.ac.uk/student-services/index.htm
http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm

18. Admissions

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

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

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

See Admissions Policy for other acceptable qualifications.

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

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).

Admissions procedures
Full-time applicants apply through UCAS *(C601)*
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria
Prospective students should apply through UCAS and all applications will be considered by the Course Leader / Admissions Tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

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

Semesterly Course Management Committees will be constituted by all active teaching members and 2 Course Representatives (StARs) from each year.

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The UW External Examiner and post Exam Board module investigation system (through Course Management Committees) will apply to this course.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

20. Regulation of assessment

The course operates under the University's <u>Taught Courses Regulatory Framework</u>

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

Submission of assessment items
- Students who submit course work late but within 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 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 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-.

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.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- 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
Certificate of Higher Education Cert HE [*Sports Coaching Science with Disability Sport*]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [*Sports Coaching Science with Disability Sport*]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) [Sports Coaching Science with Disability Sport]	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours [Sports Coaching Science with Disability Sport]	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

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

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

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only
For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21. **Indicators of quality and standards**

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction (2012). Coaching Science students achieve well, the number of students on coaching pathways achieving a good degree is growing year on year. The Completion, Progression & Retention figures show that the high number of

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students recruited to the course remain on the programme, complete their studies and achieve their potential.

22. **Graduate destinations, employability and links with employers**
The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy", (Yorke, 2006)

Graduate destinations

At the University of Worcester (in 2015/16) Statistics show that 78.95% of students are employed, with 75% of these in professional or managerial employment. A further 10.53% are engaged in further study including our Masters course and other courses.

Sports Coaching graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; PE teaching; Armed forces & Police; Coaching business start-up; Graduate level employment in the Private, public and voluntary sectors.

Student employability
The Institute has developed a good reputation with employers and has a number of initiatives in place in order to develop the employability of the ISES students:

1.   Institute of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & 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.   National Governing Body Awards

At Level 4 the students have the opportunity to complete the UKCC generic Level 2 Principles of Coaching Award within SPRT1024. They also have the opportunity to register for the UKCC Level 2 Multi-skills award.

The students also have the opportunity to register and engage with a range of NGB Level 2 sports specific awards.

We are pleased to note that many of our students are now in senior positions and employing our younger graduates across a range of jobs including "The Albion Foundation" which employs a number of third years under graduates in an Earn As You Learn capacity within disability football coaching. Fifteen graduates are employed at West Bromwich Albion including one student who is the Academy full time goalkeeping

coach. Another 13 students are employed in various positions including roles in coaching, rehabilitation and performance analysis. Other students have been offered positions such as the Boathouse Manager at Kings School, Worcester and also as PE teachers at various schools around the country, performance analysts for various teams including GB Blind and VI football teams. Others have recently gained a regional job with the FA after serving the Worcestershire FA admirably for the last 5 years and other work with Aston Villa under 10 Academy.

The work in coaching people with a disability is proving to provide employment opportunities with over 30 students now in post. These include positions with G.B. Boccia, Bromsgrove District Council and Dudley Borough Council in Inclusion officer roles.

Links with employers
Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' that are held once a Semester. Here teaching staff meet with employers within the industry, and careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES 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.