Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Football Science with Professional Practice Year
1.7 Mode and Duration of Study:	Full Time – 4 Years with Professional Practice Year
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECoS Code:	100433
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	FBS2
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.15 Other External Points of Reference:	*Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework*
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place with a module at Level 5 (FBSD01) Work Based Learning: Football Science. Professional practice year allow students to develop their knowledge, understanding and employability skills in the workplace.

	Work-based learning approaches are embedded throughout the programme through University-employer partnerships and collaborations including guest speakers, field trips, and events.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	September 2020
1.21 Date of Commencement:	September 2021
1.22 Review Date:	September 2027

2. Programme Outline

The BSc (Hons) Football Science degree with Professional Practice Year is an innovative programme designed to meet the needs of the students who are passionate about optimising the physical, technical and psychological considerations of football player throughout training and competition. The Football Science programme will provide students the opportunity to explore current trends, issues and challenges within the different variations of football performance. The British Association of Sport and Exercise Sciences (BASES) is a strategic partner of the English Premier League, committing to raising standards in the application of sport and exercise science and promoting evidence-based practice in high performance sport in the UK.

The BSc Football Science with Professional Practice Year is a multidisciplinary programme and the core curriculum derives itself from the academic sub disciplines of Physiology, Psychology, Biomechanics and Performance Analysis. These key disciplines underpin football science academically and in applied practice. More importantly, the programme is designed and focuses on how to implement a range of scientific principles within the football industry. The football science programme is underpinned by current research and applied professional practice specific to football performance.

The partnership links that the University have developed with The FA (Women's High performance Football Centre), Professional Football Clubs, as well as Semi-Professional clubs, provide numerous opportunities to enhance and develop students' knowledge and understanding of football science in an applied setting. The football science programme develops the students to become practitioners who have the key employability skills to work specifically within the football industry in a range of roles including sport scientists, physical performance coach, performance analysts, talent identification and recruitment and technical coach. These practitioners are employed as part of a multidisciplinary team within the sport science support, player development and performance monitoring departments of professional football clubs.

The BSc Football Science with Professional Practice Year programme will allow students to develop critical analysis skills and work towards independence as an applied practitioner. Work-based learning opportunities and placements provide valuable professional experience to enhance students applied understanding and to build a network of industry contacts. Students are strongly encouraged to optimise these networks to increase

additional volunteering or work experience, which they can formally record using Marjon's Volunteering programme. Students are also encouraged to engage with activities and opportunities offered by the Futures employability team to further enhance their experiences and professional networks.

The BASES accredited sport and exercise science lab features world class facilities that will enable students to develop and apply their knowledge. Learning is supported by academic staff who hold both academic and professional practice qualifications, who continue to work in the sector as practitioners.

2.1 Integrating Sustainability into the Curriculum

The responsibility for embedding sustainability into the curriculum will be with the programme team. The primary objective is to equip students with the knowledge, key skills attributes and behaviours to become global citizens. This is implemented through adherence to the wider term of sustainability which outlines respect for human rights, equality, social and economic justice, wellbeing, and cultural diversity. The programme team work alongside other university wide agendas such as employability and student engagement to embed these concepts.

Teaching and learning will have a major role for the application of the key skills and the curriculum has been aligned to ensure that these principles are implemented. Examples of this are learning activities such as visiting practitioners with appropriate knowledge, understanding and responsibility.

The University has a commitment to the environment and sustainability agenda and embedding these considerations is a priority of the programme team. The team will aim to reduce impact on the environment through engagement with e-learning, submission, and resources.

3. Distinctive Features

The BSc Football Science with Professional Practice Year degree is a bespoke programme that will provide outstanding student experience with its distinctive connection to The FA National Women's High Performance Football Centres connected elite football clubs.

The Plymouth Marjon FA Women's High Performance Football Centre will provide an educational setting for students who will inspire player development specifically in the women's and girls' game. The Plymouth Marjon FA Women's High Performance Football Centre will establish a connection with the England talent pathway, FA WSL and National League clubs. The centre will provide students and talented players with an environment to facilitate both their academic and football ambitions. The Plymouth Marjon FA Women's High Performance Football Centre will create the next generation of the game's behind-the-scenes graduate workforce that will form part of multi-disciplinary teams. The Plymouth Marjon FA Women's High Performance Football Centre will build on its existing collaborations with Plymouth Argyle Women FC.

This unique programme is designed to meet the demands of students who are interested in optimising performance in football through the provision of physiological, psychological and

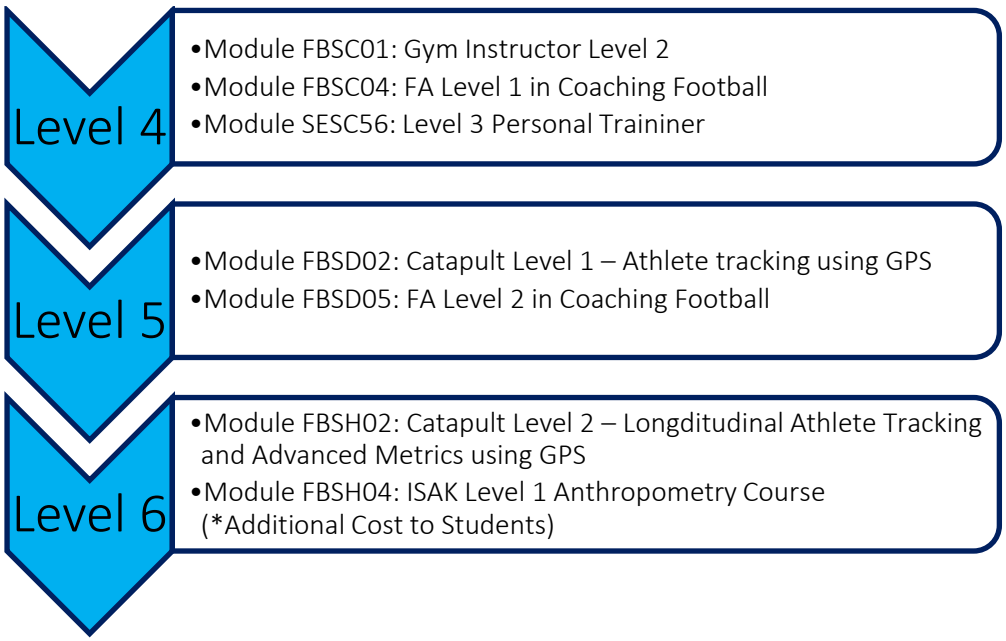
technical parameters. The programme has embedded within it the necessary knowledge and practical skills to apply for professional accreditation by obtaining industry recognised qualifications. The additional qualifications are optional to all students undertaking the programme. There will be opportunities for the courses to run alongside modules, however, there will be occasions that this may not be able to occur. Therefore, students would still be supported to gain the added qualifications. There is one qualification at level 6 (ISAK Level 1) were there would be an additional cost to the student.

The programme Team has extensive knowledge of the football industry and have established strong links to applied practitioners that work within professional football.

The distinctive features of this programme include:

- Close liaison with key local, regional, and national delivery partners across all 3 years of study allowing students the opportunity to build networks through their involvement in real professional and/or semi-professional environments.
- The opportunity to complete an industry specific professional practice year in collaboration with our partners.
- The opportunity to work in an elite environment that will develop transferable employability skills.
- The opportunity to be mentored by staff with a wealth of applied professional consultancy experience within the football industry.
- The practical application of the subject knowledge at every level and module of the degree programme.
- The use of exceptional sport and exercises facilities (BASES accredited lab) to demonstrate the practical and applied nature of the discipline.
- Field trips and curriculum enrichment activities are embedded within various modules at level 5 and level 6
- Develop knowledge and understanding of working as part of a multidisciplinary team with the FA Women's High Performance Football Centre.
- The programme will include the opportunity to attain industry recognised qualifications from The FA (Level 1 and Level 2), REPS accredited courses (Level 2 Gym Instructor and Level 3 Personal Trainer), BASES accredited courses (Catapult Level 1 and Level 2 Performance Analysis), ISAK accredited course (Level 1 Technician Anthropometrist).

Illustration of industry recognised qualifications embedded within modules



4. Programme Aims

The Programme aims to:

- Develop a critical understanding of the scientific concepts, theories and principles of the multidisciplinary field of Football Science (physiology, psychology, biomechanics and performance analysis) to optimise sporting performance.
- Allow students to become technically proficient in an array of practical multidisciplinary assessment techniques for intervention and monitoring.
- Develop a critical understanding of how football science interventions support player development and team performance.
- Allow students to develop and apply their research skills within football science, with an appreciation of moral, ethical, education and legal issues.
- Allow students to design, implement and evaluate evidence based intervention programmes in the specialist disciplines that enhance the performance environment.
- Collaborate with professionals for vocational learning and applied practice with a range of work-based and voluntary opportunities in real-world football environments, to enhance employability.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive and critical understanding of football science through the core disciplines of sport and exercise science which underpin human structure, function, movement and performance.

2. Comprehensive knowledge of scientific principles from the multidisciplinary field of physiology, psychology, biomechanics and performance analysis to monitor, analyse, diagnose and prescribe key training and testing methods to enhance athletic performance and injury reduction.
3. A comprehensive and critical evaluation of the core theories, concepts and applied issues that relate to football science.
4. An understanding of the ethical, moral, and legal issues, which underpin professional requirements associated with applied practice and delivering interventions in football science.
5. The ability to demonstrate knowledge and understanding of professional practice through a period of work place learning

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to critically assess and evaluate evidence in football science to develop reasoned and informed argument.
7. The ability to apply appropriate discipline specific techniques for the collection, analysis and interpretation of data within football science.
8. Critical evaluation of research methodologies and techniques employed in the construction of knowledge and information, to solve problems within theoretical and practical football science contexts.
9. An ability to design and evaluate intervention programmes with minimal supervision based on football science theories, principles, and concepts.
10. Responsibility for their learning and continuing professional development within football science.

Practical skills:

By the end of this programme students should be able to demonstrate:

11. The ability to plan and deliver safe and effective qualitative and quantitative sport and exercise science laboratory and field based techniques, including the identification of emergency procedures and athlete risk.
12. The selection of appropriate needs analysis to inform practical interventions in football science.
13. The ability to monitor and evaluate the effectiveness of intervention programmes in football science.
14. The ability to build trust and rapport when communicating effectively with athletes, coaches and other members of a multidisciplinary team.
15. The ability to lead an interdisciplinary project where specialist knowledge from the different disciplines are integrated to solve problems in football science.
16. The ability to create/sustain and utilise effective, negotiation, communication, and networking skills to develop a successful career in football science.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

17. Confidence to communicate and collaborate effectively as a member of a multidisciplinary team and take responsibility for leadership where appropriate in a football science environment.
18. The ability to work independently, to reflect and evaluate personal strengths and weaknesses within a football science environment and take responsibility for continuous professional development.
19. Confidence and flexibility in identifying quantitative and qualitative discipline specific techniques for data collection, presentation, analysis and problem solving for football science.
20. Confidence and Flexibility for selection and management of information using appropriate technologies, reflective of football science, including online resources, word processing, spreadsheets and specialist software packages.
21. The ability to articulate and explain information through verbal and non verbal formats to a variety of multidisciplinary teams and stakeholders within a professional environment.
22. Confidence to challenge and debate opinion in football science, demonstrating a professional approach.
23. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
24. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).

25. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

Method	Description
Lectures	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. There are usually opportunities to test out ideas in practice within the context of a lecture. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content but are often interactive. Whilst the main or preferred delivery method is in person, these can also be run online by way of synchronous or asynchronous delivery.
Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on a particular subject that has been previously introduced. It is essentially a place where relevant readings are discussed, questions can be raised and debates can be conducted. Some seminars may also involve presentation of practical work to both exemplify and develop understanding on a particular topic.
Practical sessions/projects	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite. Can also include project delivery with industry partners.
Blended Learning	Integration of face to face interaction with digital and online learning.
Critical reflections	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Computer based learning/ E-learning environment	A software system designed to support learning and personal and professional development in an educational setting. A variety of innovative reusable and blended learning materials can be utilised through this medium. Also, enables transfer of skills and knowledge, using electronic applications and processes to learn.

Workshops	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation.
Work Based Learning	A work-based learning placement in a football related organisation, where students engage with industry professionals in a professional football science environment. Work Based Learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a football industry operational setting. May require transport and accommodation.
Independent Study	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as reading lists, internet sources, video files and virtual learning environment materials.
Observation and Video Analysis	Learners view instructional/educational content for academic studies. Learners also observe selected practices that are discipline specific and reflect and review them in relation to other models and processes as a means of learning.
Tutorials	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Personal and Professional Development	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Field Trips/Offsite Activities	Students engage with an off-site visit and experiences through field work in 'real' professional setting.

6.1 Learning Enhancement

Learning and Teaching methods will be embedded through programme specific themes and disciplines. The central teaching and learning methods are identified on individual module descriptors. Where applicable module delivery is enhanced via the application of any of the teaching methods identified in Section 6: Teaching Enhancement; Glossary of Learning and Teaching Modes.

6.2 e-Learning

Members of the programme team for football science recognise the University's virtual learning environment as a mechanism to provide an abundance of learning opportunities to the students. This includes online tutorials through MS Teams, lecture capture, lecture and seminar materials, performance analysis technology, e-journals, e-books and news forums. The module page on the VLE will be the main point of reference for key information.

Teaching examples include the use of Edublogs (Modules FBSC01, FBSD01, FBSH03) to review placement experiences, online assessments and the provision of podcast and webinars. Students within the football science programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience, to develop applied skills that communicate their experiences and expand professional networks (Modules FBSC01, FBSD01, FBSH03). Students within the football science programme are encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience. The programme also has a twitter feed that encourages dissemination of practical football science information from professional organisations and the development of professional networks.

7. Modes of Assessment

The assessment strategy for the football science programme includes a range of assessment methods that incorporate the formative and summative achievement of learning outcomes. Across the three years there is a focus of instilling theoretical subject knowledge at level 4 to practical proficiency of applied skills at level 5 and mastery of those applied skills at level 6. This is reflected in 'real-life' assessments where students are assessed practically in the specialist field.

Achievement of Learning Outcomes is formative through responses to assessment seminar activities, applied practice tasks and directed tasks, and the accumulation of portfolio evidence from work-based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate their learning.

The University's virtual learning environment allows for module learning outcomes to be explicitly stated. Assessment guidance and marking frameworks are also provided and made available. The university uses Turnitin electronic assessment submission, this allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Students are encouraged to reflect on their own performance within assessments in line with the values of the University to empower students to become successful graduates.

Method	Description
Case Study	A detailed investigation into a specific issue or real life example that allows for deeper understanding of contextual and specific knowledge within football science
Critical Review	An analysis and evaluation of a topic (often a chapter from a book or an article from a journal), which requires the student to understand the material, while analysing and evaluating it using appropriate criteria.
Essay	An assessed piece of writing used to provide feedback to the student to improve their learning and target areas that require further work.
Formal Examination (Including Examination and Practical Examination)	An examination is an assessment intended to measure a test-taker's knowledge, skill, aptitude, or classification in many topics. An exam may be administered verbally, on paper, on a computer, or in a predetermined area that requires the exam-taker to demonstrate or perform a set of skills. Exams vary in style, rigour and requirements. For example, in a closed book test, an exam taker is usually required to rely upon memory to respond to specific items whereas in an open book test, the exam taker may use one or more supplementary tools such as a reference book or calculator when responding.
Honours Project	An in-depth independent study of 7000 words, or equivalent, chosen by the student. This may include a variety of approaches such as a traditional research dissertation or applied work such as consultancy or project work.
Portfolio FBSC04 Football Science: The Foundation Phase	A resource folder containing a collection of evidence of practice, independent tasks and class related tasks associated to the foundation phase of the FA England - DNA (Children aged between 5-11 years).

FBSD01 Work Based Learning: Football Science	A resource folder containing a collection of evidence of practice associated to the specific discipline or experience in football science. This is completed online via an Edublog project work, feedback from organisation, a weekly blog, hour's sheets/logs, and their checklist of tasks against their placement learning objectives. Portfolios enable students to capture practical and industry related experience and practices and to reflect upon and evaluate their current and future learning. Students complete a reflective essay based on their placement experience, engaging in reflection and critique their application of specific discipline and/or football science experiences in relation to their own personal journeys and graduateness/employability. Supporting evidence and updates to the personal professional development plan should be presented in the appendix.
FBSD05 Football Science: Youth Development Phase	A resource folder containing a collection of evidence of practice, independent tasks and class related tasks associated to the youth development phase of the FA England - DNA (Children aged between 12-16 years).
Poster Presentation	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed, specific to the information contained within the poster. Assesses knowledge of the topic and effective communication skills.
Practical Assessment	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills).
Laboratory Report	A report is an analytical piece of work using research to critically review the subject area. A report can also use the support of diagrams, pictures and captions to analyse research.
Research Proposal/Honours Project Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Online Presentation	Utilising online platforms to verbally deliver a structured and detailed account of clear findings, which demonstrates knowledge and understanding of a selected topic in football science either as an individual or in small groups.
Website Presentation	Students verbally navigate through their design of a professional website to an external panel of experts within football science.
Needs Analysis	A comprehensive and systematic process of collecting information, pertinent to player characteristics and discipline specific demands.

8. Exemptions to University Regulations

All coursework uploaded to Turnitin will be aligned to anonymous marking. Individual or group presentations and group practical will not be anonymous.

9. Work-Based Learning/Placement Learning

The Football Science with Professional Practice Year degree provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Work-based learning takes place within modules at Level 5 (FBSD01*Work Based Learning: Football Science)*. The structured placement learning opportunities will allow students to select a workplace setting tailored to their area of interest and initiate networking opportunities within football science.

All students that engage in work-based modules are allocated a University Placement Tutor (UPT) who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their UPT. All placements adhere to the University Policy on Placement Learning. The specific work-based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations. Support from the Marjon Futures online programme utilises the CareerEDGE model of employability pedagogy and helps students identify their Zone of Current Development. In doing so students can set a placement aim and objectives based on their Zone of Proximal Development; the skills, attributes, knowledge and experience, they need to develop to work towards their career and learning goals.

Work-based learning opportunities are embedded throughout the modules and students can engage with industry through formalised partnerships the University and programme team have made, high performance field trips and collaborations with guest speakers. Students are also provided ample opportunity to be involved with the sport and exercise science support team to further build their real-life experiences.

The programme is vocationally orientated, and students review their career aspirations through engagement with the PDT system to ensure they maximise opportunities to enhance their future employability. Understanding the sports industry, and specifically the role of science within a football environment, is integral to the programme.

Professional Practice Year

Students who register for the BSc Football Science degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement, supported by academic staff and the Futures Team. The term 'professional' is linked to the environment the student will be working in and the conduct of student when undertaking their practice year.

The Professional practice year will offer students the opportunity to gain subject and industry specific skills within a football context. It also increases the student's knowledge of the sector, allowing for better informed decisions about future career choices.

A professional practice year is an opportunity for students to expand their networks and be involved in a multi-disciplinary team-based working environment. From undertaking the professional practice year, students can evidence experiences and articulate on their CV, providing documented contextual proof for skills and abilities gained during that year, coupled with a reference from the industry provider.

Throughout the second year of the undergraduate degree, students would look to secure an offer from an industry provider. On completion of the professional practice year, students would return to finish the final taught year at the university.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FBSC01	Introduction to Football Science	20	40% Coursework 60% Practical	Semester A	Compulsory	Condonable
SESC53	Anatomy and Physiology for Sport and Exercise	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
FBSC02	Psychological Concepts for Football Science	20	100% Coursework	Semester A	Compulsory	Condonable
FBSC03	Introduction to Performance and Movement Analysis in Football	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
FBSC04	Football Science: The Foundation Phase	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
SESC56	Conditioning Principles for Sport, Exercise and Health	20	40% Exam 60% Practical	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable

SESD55	Research Methods and Analysis in Sport & Health Science	20	100% Coursework	Semester X	Compulsory	Condonable
FBSD01	Work-Based Learning: Football Science	20	100% Coursework	Semester X	Compulsory	Non-Condonable
FBSD02	Analysing Technique and Performance for Football	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
FBSD03	Nutrition for Player Recovery and Football Performance	20	100% Coursework	Semester A	Compulsory	Condonable
FBSD04	Physical Performance: Testing, Monitoring and Evaluation for Football	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
FBSD05	Football Science: Youth Development Phase	20	100% Coursework	Semester B	Compulsory	Condonable

Professional Practice Year

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SESHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
FBSH01	Advance Performance Analysis for Football: A Multidisciplinary Approach	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
FBSH02	Talent Identification in Football	20	100% Coursework	Semester A	Compulsory	Condonable
FBSH03	Football Science: The Professional	20	100% Coursework	Semester B	Compulsory	Condonable

	Development Phase					
FBSH04	Applied Interdisciplinary Football Science	20	100% Coursework	Semester B	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
FBSC01	Introduction to Football Science	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1, 5.2, 5.3, 6.1
SESC53	Anatomy and Physiology for Sport and Exercise	1.1, 2.1
FBSC02	Psychological Concepts for Football Science	1.2, 2.2, 5.2
FBSC03	Introduction to Performance Analysis and Football Biomechanics	1.3, 2.3
FBSC04	Football Science: The Foundation Phase	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 5.1, 5.2, 5.3, 6.1
SESC56	Conditioning Principles for Sport, Exercise and Health	1.1, 2.4, 5.1

Threads Level 5

Module Code	Module Title	Thread
SESD55	Research Methods and Analysis in Sport & Health Science	3.1, 4.1
FBSD01	Work Based Learning: Football Science	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 5.1, 5.2, 5.3, 6.1
FBSD02	Analysing Technique and Performance for Football	1.3, 2.3
FBSD03	Nutrition for Player Recovery and Performance in Football	1.4, 2.4, 3.1, 5.2
FBSD04	Physical Performance: Testing, Monitoring and Evaluation for Football	1.1, 2.1, 3.1, 5.2, 6.1
FBSD05	Football Science: Youth Development Phase	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 5.1, 5.2, 5.3, 6.1

Threads Level 6

Module Code	Module Title	Thread
SESHP1	Honours Project	4.1, (any of 1.1-1.4, 2.1-2.4)
FBSH01	Advance Performance Analysis for Football: A Multidisciplinary Approach	1.3, 2.3, 3.1, 5.1, 5.2, 6.1
FBSH02	Talent Identification in Football	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 5.1, 5.2, 5.3, 6.1
FBSH03	Football Science: The Professional Development Phase	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 5.1, 5.2, 5.3, 6.1
FBSH04	Applied Interdisciplinary Football Science	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 5.1, 5.2, 6.1

1.1 Scientific Knowledge: Physiology
1.2 Scientific Knowledge: Psychology
1.3 Scientific Knowledge: Biomechanics
1.4 Scientific Knowledge: Nutrition
2.1 Technical Skills: Development & Application – Physiology
2.2 Technical Skills: Development & Application – Psychology
2.3 Technical Skills: Development & Application – Biomechanics
2.4 Technical Skills: Development & Application – Nutrition
3.1 Application of Knowledge & Skills: Interdisciplinary
4.1 Understanding and Use of Research
5.1 Professional Development and Practice
5.2 FA Women's High Performance Football Centre
5.3 Equality, Diversity and Inclusion
6.1 Employability and Career Readiness

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Programme Advisory Group for the Football Science degree are working with key industry partners who act in the capacity to provide beneficial guidance for the continuing development and quality of the programme, placement and career opportunities for students. Industry practitioners are key players in the programme and there is an ongoing dialogue with these professionals across the sector.

13. Academic Progression Opportunities

Students may progress on to the MSc Sport and Exercise Science programme or other master's provision and PhD's at Plymouth Marjon University, or other institutions. There are other professional development opportunities internally available to students, through a Coaching and Mentoring PGCert or teacher training (PGCE).

14. Employability and Career Progression Opportunities

The last 15 years have seen a marked rise in demand for sports science graduates within the professional football industry. As a result, there are now significant opportunities for

graduates with a BSc in Football Science to gain employment within the football industry. As a highly transferable degree, careers for football scientists are varied. The opportunities available to football scientists are expanding, and the expansion appears set to continue into the foreseeable future. The football science programme will also contain vocational qualifications. Students can use the vocational qualifications for a secondary career running alongside their main career pathway.

Many athletes consider the application of football science as an important component of everyday training and competition, and the various governing bodies for football recognise football science as an integral part of their development and success.

Career paths can be forged in the performance, professional coaching, talent recruitment, rehabilitation, research and teaching environments. The following are examples of specific career options:

- Sport Scientist in professional football
- Sport scientist
- Physical Performance Coach in professional football
- Performance Analysist in professional football
- Talent Identification and Recruitment (Age Phase Specific)
- Technical support Coach
- Postgraduate Education

Specific employability skills addressed throughout the programme include:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal.
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.
- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They

can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).

- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

The proposed programme team work closely with the Marjon Futures Team who help students find enriching careers and allow students to understand that the University experience is the beginning of a life of opportunity. Marjon Futures help students to plan their career and develop key employability skills which are highly valued by employers such as volunteering, enterprising and professional developments. Students on the programme will have access to Futures online which provides a range of activities and awards to support students develop these important employability skills.

The School of Sport Health and Wellbeing has a distinguished number of alumni with whom we continue to work in partnership through placements. Our alumni provide inspiration, support, guidance and placement and employment opportunities for students and graduates.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Local and national partners will continue to be very supportive of this proposed programme. Sports partners have acknowledged the growth in applied programmes in football science and have highlighted the need for students to understand the key concepts when working in a professional football environment.

Feedback was sought, and received, from sport science graduates, industry employers and colleagues from other HE institutions. Feedback confirmed the need for graduates to understand the multi and inter disciplinary approaches within football science and how this transition into the workplace.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.