

## Programme Specification for FdSc Football Business Management and Coaching

<b>This document applies to Academic Year 2020/21 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Birmingham Metropolitan College – Centre of Sporting Excellence (COSE)
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	FdSc
5.	<b>Programme title</b>	FdSc Football Business Management and Coaching
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BA(Hons) Sport Business Management BSc(Hons) Sport Coaching Science BA(Hons) Sport Development and Coaching
7.	<b>Mode and/or site of delivery</b>	Birmingham Metropolitan College – Centre of Sporting Excellence (COSE)
8.	<b>Mode of attendance and duration</b>	Full Time 2 years.
9.	<b>UCAS Code</b>	CN6F
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>  QAA Foundation Degree Characteristics Statement September 2015
11.	<b>Date of Programme Specification preparation/ revision</b>	July 2020 August 2020 – AQU amendments to Section 19.

### 12. Educational aims of the programme

This programme aims to produce a Foundation degree graduate who has the required knowledge, skills and attributes to enter employment or progress to further study in the football industry in relation to roles in business management, development, coaching and performance. Through a vocationally orientated course this graduate should be able to adapt, analyse and make judgements in specific and relevant contexts and have a multidisciplinary knowledge that will enable them to apply and succeed in the broad and diverse football Industry.

As football is a major industry supplying well over 100,000 jobs in the UK alone this course has been designed to recognise the diversity employment in the sector so that students interested in pursuing a career in football have options beyond being a semi /professional player. The course should appeal to those people who may already hold a range of football qualifications, and may work in this industry in some capacity, and equally to people who may have studied sport related courses at level 3 and have an interest in this field of work. According to the latest statistics from FIFA, the number of people around the globe actually playing football is on the increase. 265 million male and female players in addition to 5 million referees, coaches and officials make a grand total of 270 million people who are actively involved in the game of football. New opportunities consistently present themselves in this expanding global industry that has proved robust regardless of the economic climate over the last 100 years. Lange (2019) reported that the English Football Association generated a turnover of approximately 375 million British pounds in 2018 and on a wider scale Deloitte (2019) highlighted the overall size of the European football market continues to increase in revenue terms, reaching 28.4 billion Euros for 2017/2018

Work based learning is a key component in each year of study (a 30-credit module each academic year) and offers students with the opportunity to work in the football industry

and gain valuable experience to develop the key skills and qualities required for this diverse industry. There is a strong vocational focus through all modules, encouraging the development of a range of industry relevant employability skills through activities such as practical assessments, observation of work-based tasks, role play and industry specific case studies. In addition, students will be offered the opportunity to obtain further qualifications to enhance their employability opportunities e.g. F.A. Level 1 or 2 coaching award, Talent Identification award, Gym Instructors.

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

The Foundation Degree characteristics focus on the development of skills and knowledge across disciplines in football business management and coaching. The Programme aims to provide an intellectually stimulating and vocationally relevant programme that will enable students to:

- A. develop a clear understanding of the importance of football within the context of economic, social and cultural life both in the UK and worldwide.
- B. cope with the challenges and issues in the dynamic and rapidly expanding industry of football business management and coaching
- C. develop and acquire insights, instil skills, competences, applied learning experiences and valuable work-based experience through work related activities and work-based learning.
- D. Develop as professionals who are wholly inclusive, aware of diverse populations and ethical issues by exploring and analysing football related knowledge
- E. apply theory to wider coaching and business management development roles
- F. apply knowledge and skills to new situations and effectively communicate in a variety of forms and for a range of audiences, including within the workplace.

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

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

<b>Knowledge and Understanding</b>
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<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Utilise a coherent range of knowledge and skills required for future employment in the football industry and/or to facilitate progression onto degree programmes	FBMC 2007
2.	Gather, interpret and apply, through intervention, the key concepts of the study of football business, management and coaching in selected practical situations	FBMC 2008 2010
3.	Analyse the moral, ethical, environmental and legal issues that underpin the best practice in football, business, management and coaching.	FBMC 1008 2010
4.	Construct logical argument to explain the main methods of enquiry in the subject and demonstrate the ability to use established techniques whilst undertaking critical analysis of information in order to propose solutions to problems	FBMC 2008 2011

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### **Cognitive and Intellectual skills**

5.	Demonstrate a critical awareness of the application of appropriate theory to selected contexts	FBMC 2008
6.	Develop analytical, problem solving and reasoning skills in an academic and vocational context and then apply them in the workplace	FBMC 1001 2007
7.	Critically examine and reflect upon self-determined action planning to evaluate successes and needs relating to personal and professional development	FBMC 2007 2010
8.	Reflect on and apply knowledge of research and practice within the field of football business, management and coaching	FBMC 2008 2010

### **Skills and capabilities related to employability**

9.	Demonstrate safety and ethical awareness in the performance, supervision and development of leadership and coaching skills	FBMC 2009 2010
10.	Apply physiological, psychological and sound technical knowledge to the solution of familiar and unfamiliar problems	FBMC 2012
11.	Use self-management and embrace continuous professional development skills to enhance subject knowledge	FBMC 2007 2010
12.	Apply underlying concepts and principles in a broad context and where appropriate the application of those principles in an employment context	FBMC 2007 2010

### **Transferable/key skills**

13.	Demonstrate effective use of interactive, group and problem-solving skills	FBMC 2010
14.	Analyse effectively and make judgements	FBMC 2011
15.	Communicate information, and present arguments effectively in an appropriate form to a variety of audiences	FBMC 2007 2009
16.	Demonstrate the ability to self-appraise and reflect on practice	FBMC 2007 2010

### **Learning, teaching and assessment**

Students will engage in series of taught sessions using a wide variety of methods including lecture, seminar, tutorial, laboratory-based workshops, practical sessions, problem-based learning and applied/vocational learning contexts. At both level 4 and 5 students are expected to engage in directed self-study (e.g. reading relevant literature and technical material in preparation for assignments, workshop presentations and practical sessions). This is essential in order to expand student knowledge and skills in practical, analytical and theoretical contexts.

- **Lectures:** 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 practical session on the coaching field or a seminar session in a smaller group
- **Practical sessions** will allow the development of practical competencies in a number of ways. For example, the learning environment at the CoSE allows access to football academy players for coaching sessions and performance testing. Students will also have the opportunity to acquire professional qualifications such as the FA Level 1/2.
- **Seminars** enable the discussion and development of understanding of topics covered in lectures within smaller groups.
- **Work Based learning** forms an integral part of this course with 2 x 30 credit modules (100 hours), one at level 4 and one at level 5, dedicated to specific industry areas to ensure a broad and relevant experience in order to enhance key industrial skills such as team working, communication and effective leadership styles. Students will be typically engaged in approximately 4 hours WBL placement per week.
- **Virtual learning:** Students will engage in a series of virtual classrooms for example via Skype, Microsoft Teams, Blackboard Collaborate or similar software. This will provide the students with increased convenience and flexibility around the timetable.

Students will be encouraged to develop both academic and vocational skills through learning tasks which require them to work either independently or in small groups, communicate in writing and orally, manage and present data, and recognise and solve problems.

The programme aims to develop autonomous and independent students who possess a broad range of intellectual, practical and transferable skills. In order to achieve these aims, a range of methods are used to assess students including formative and summative. These methods include multimedia presentations, essays, case studies, reflective thinking through portfolios, podcasts and peer assessment. These procedures adopted ensure the mode and format of assessment are commensurate with both the programme aims and learning outcomes, and with individual module aims and learning outcomes. The assessments are also designed to have a level of industry relevancy, particularly in relation to the employability skills, alongside the course content.

Every module provides opportunities for students to develop their thinking skills and intellectual ability e.g. through a series of small projects, reflective practice and work-based log books. Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written and oral form, or as an ICT or multimedia presentation and be expected to use a range of learning technologies including VLE such as BlackBoard.

Modules at all levels will provide students with the opportunity to develop their practical competences in several work-based projects. Students will also acquire NGB coaching awards, such as the FA Level 1 or 2 in Coaching. The course design and content has taken account of the industry regulations, and the knowledge and skills required for a range of relevant awards and qualifications.

Lectures, seminars, workshops, guest speakers from the football industry and personal tutorials will all ensure students are armed with relevant skills to work and be successful in the football industry. The variety of teaching and learning experiences offered will facilitate the student's experience greatly.

### **Contact time**

In a typical week you will have 14 contact hours of teaching.

Typically, class contact time will be structured around:

- 7 x hours of interactive workshops/lectures
- 7 x hours of seminars /applied learning (Work based Learning, lab work, coaching activities).

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 20-24 hours of personal self-study per week and 4 hours of placement experience. Typically, this will involve:

- Completing specific module directed/applied study tasks;
- Online activities;
- Topic reading and research;
- Work Based learning preparation;
- Group projects;
- Preparing for assignments and learning experiences;
- Reflection and evaluation;
- Revision of class notes and engaging with blackboard

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources. At the Centre of Sporting Excellence students will have access to watching a professional football club train and extending knowledge of coaching styles that are implemented and the use of performance analysis. In addition, there are also library resources for students to access.

### **Teaching staff**

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

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

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

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

#### **Year 1**

- 1 x Case study report
- 4 x Written essay/report
- 3 x Individual or group presentations
- 1 x Practical
- 1 x Coaching programme
- 2 x Portfolio
- 1 x Reflective journal

## **Year 2**

- 1 x Practical
- 4 x Individual or group presentations
- 3 x Written essay/report
- 1 x Training programme
- 1 x Skills profile
- 2 x Portfolio

### **14. Assessment strategy**

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

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

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

The Foundation Degree in Football Business, Management and Coaching has two distinct Work Based Placements. These placements enhance skills, competences and knowledge at both an operational and strategic level and are embedded into the programme to allow the links from theory to practice to organically emerge. This link from theory to practice is the underpinning focus of the Foundation Degree. These placements are embedded within two 30 Credit modules. These modules will give students the opportunity to gain valuable Work Based Experience within the football environment. Students are required to complete 100 hours on each placement. The Course Team have involved employers, local organisations, service users and stakeholders, relevant professional bodies and/or sector skills councils during the development and approval of the Award. Employers will be involved in the delivery of the course, monitoring student performance in the workplace and in on-going development and review of the course. Feedback both written and verbal, from employers will be used by the Course Team to ensure that students are fulfilling meaningful tasks on their work-based learning. A formalised induction will be undertaken by all students to ensure suitability for any placements. A DBS will be required for placements undertaken and pre-placement information pack must be completed prior to the placement commencing. In addition, the students and placement provider will each receive and complete their own relevant placement handbooks. This completed written documentation in particular for the two work experience modules will help to confirm that learning and development has taken place in a mutually beneficial safe and ethically appropriate manner. Students will complete two summative assessments in year 1 and 2 that discusses the applied experience. Students will also produce a learning diary that provides an overview of the skills and qualities developed from the placement experience.

Delivery of a number of sessions and guest speaker lectures from our partners will be encouraged and employers will be encouraged to become involved in formative

assessment. The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the student handbooks which again will follow School of Exercise Science and UW appropriate guidelines.

All module assessments will undergo the same 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 15% of 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 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.

The course has a module structure and consists of 12 mandatory modules. The modules at level 4 introduce students to a broad base of relevant and applicable, underpinning academic and work-based learning skills and competences. Modules such as FBMC1001 -2007; FBMC1008 -2010; FBMC1010- 2010; FBMC1009-2009 have been designed specifically to ensure the progression and development of fundamental knowledge, skills and understanding in identified areas of the programme. They are also aligned to the level 6 Top up degree modules and routes. Progression onto level 5 relies on the successful completion of at least 90 Credits of level 4 modules. However, to be awarded the Foundation degree students have to achieve 120 credits at each level, i.e. all modules must be passed. Assessment decisions are subject to a system of cross-institutional moderation and double marking. Examination Boards meet at the end of each year.

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

#### FdSc Football Business Management and Coaching Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FBMC1001	Work Based Learning- Coaching Context	30	Mandatory	None
FBMC1006	Disability and Inclusion within Football	15	Mandatory	None
FBMC1008	Introduction to the Business of Football	15	Mandatory	None
FBMC1009	Principles of Coaching - Intrapersonal Skills	30	Mandatory	None
FBMC1010	Football Development in the Community	15	Mandatory	None
FBMC1011	Training for Performance 1 – Skill Acquisition and Sport science	15	Mandatory	None

#### **Requirements at level 4**

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

<b>LEVEL 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status</b>	<b>Prerequisites</b>
FBMC2007	Work Based Learning- Business and Development Context	30	Mandatory	None
FBMC2008	Developing Research Skills in Football	30	Mandatory	None
FBMC2009	Coaching for Performance - Interpersonal Skills	15	Mandatory	None
FBMC2010	Developing Leadership and Management Skills	15	Mandatory	None
FBMC2011	Performance Analysis	15	Mandatory	None
FBMC2012	Training for Performance 2 - Physiological and Psychological Training	15	Mandatory	None

#### **Requirements at level 5**

Students must take all of the mandatory modules listed above. 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 the Framework for Higher Education Qualifications (FHEQ).

This course makes reference to the QAA [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statement.

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

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

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

#### **17. Support for students**

## **Tutor System**

Birmingham Metropolitan College at the Centre of Sporting Excellence campus will be the main provider of services. On arrival at the college students will immediately become part of a vibrant academic community, and a comprehensive induction process is utilised to ease the transition from school or college to university level study. Within the dedicated induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to more successfully manage degree level work.

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

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

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

The Tutor will also:-

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

## **Study Skills**

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

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

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

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

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

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

## 18. Admissions

### Admissions policy

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

### Entry requirements

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

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

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

### Disclosure and Barring Service (DBS) requirements

An enhanced disclosure may be required for the course, in particular for modules where gaining practical experience is necessary. These modules are as follows: 1001, 1006, 1009, 1010, 2007, 2009 and 2010.

### Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### Admissions procedures

Full-time applicants apply through UCAS (FD CN6F - FdSc/FBMC)  
Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

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

### Mature Students

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

## 19. Regulation of assessment

## The course operates under the University's Taught Courses Regulatory Framework

### Requirements to pass modules

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

### Submission of assessment items

- Students who submit course work late but within 7 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) 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-.
- 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

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

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

### **Graduate destinations**

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

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

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

#### **Opportunities for Further Study - 2020/21 Academic Year Entry**

On successful completion of this course it is possible to progress onto BA(Hons) Sport Business Management BSc(Hons) or Sport Coaching Science or BA(Hons) Sport Development and Coaching at University of Worcester. Progression will be conditional on achievement of:

Prerequisites for entry include completing the FdSc Football Business Management and Coaching mandatory placement in a relevant vocational context and evidence of a strong commitment to academic study.

Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course Leader, Link Tutor or another tutor teaching on the Course, but please note, this cannot be the Collaborative Programmes Co-ordinator)

It may also be possible to progress onto level 5 (Year 2) of other undergraduate courses within the School of Sport and Exercise Science at the University of Worcester.

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

### **Enhancement and Progression Programme**

In order to encourage progression onto the relevant degree pathway at University of Worcester students will attend a series of workshops at University of Worcester (UW) over the course of the two-year Enhancement and Progression programme. The aim of this programme is to support the development of the students' academic skills and career aspirations alongside familiarisation with the staff and facilities at (UW) which will culminate in a bespoke extended Induction course at the end of the FD programme and the beginning of the Level 6 degree.

### **Student employability**

It is fundamental in the development of a Foundation degree to ensure that it has a strong Work Based Focus. In order to prepare students for employment, two 30 credit Work Based Learning modules take place, one is at Level 4 and is coaching focused and second is at Level 5 and is management focused. These modules require students to apply theoretical knowledge developed in their various modules to their work with clients in a football focused environment. Alongside the work-based learning modules there are opportunities for applied practice as part of the directed study tasks allocated hours in each module.

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

In addition to the course specific activities students are invited to take part in the University's 'Worcester Weeks'. These focus on career education and provide opportunities to acquire additional skills via workshops and formal qualifications (including NGB and Professional certification). At the Centre of Sporting Excellence students will be provided with the opportunity to complete the FA Level 1 in Coaching Award, Level 2 Active IQ Gym Instructing Award and various online Football Association courses such as Talent Identification. The knowledge gained from modules on the Football Business Management and Coaching course will provide students with some of the knowledge required for these additional courses to enable further development of employability skills.

School of Sport and Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport and Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

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

### **Links with employers**

Authentic and innovative work-based learning is an integral part of the FdSc programme. Therefore, the course has been designed in collaboration with coaching and physical education specialists to ensure the curriculum and work-based learning opportunities reflects the needs of relevant employment sectors (QAA, 2015), and supports the development of knowledge and transferable skills required for employment

The Centre of Sporting Excellence (CoSE) Birmingham Metropolitan College, the site at which the Foundation degree is taught, has strong links and partnerships with a number of employers who are able to assist in both the provision of suitable work based learning opportunities and input into the teaching of relevant modules. These links and partnerships include Kidderminster Harriers Football Club, with whom we run the KHFC Football Academy, KHFC Youth Development Centre, Football in the Community, Worcestershire FA, Black Country Football Association and many other non-football partners such as local schools where students are presented with the opportunity to coach different age ranges and ability levels.

**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.