

Programme Specification for FdA Sport Leadership and Management

1.	Awarding institution/body	<i>University of Worcester</i>
2.	Teaching institution	<i>Heart of Worcestershire College</i>
3.	Programme accredited by	<i>N/A</i>
4.	Final award	<i>FdA</i>
5.	Programme title	<i>FdA Sports Leadership and Management</i>
6.	Linked Honours Degree progression route/s	<i>BA Hons Sports Business Management L6</i>
7.	Mode and/or site of delivery	<i>Standard taught programme</i> <i>Full-time, two days per week/2 years</i> <i>Part-time, 1 day per week/4 years</i> <i>Heart of Worcestershire College</i> <i>Worcester and Redditch Campuses</i>
8.	Mode of attendance	<i>Full-time and Part-time</i>
9.	UCAS Code	<i>N890</i>
10.	Subject Benchmark statement and/or professional body statement	<i>Hospitality, Leisure, Sport and Tourism 2008</i>
11.	Date of Programme Specification preparation/ revision	<i>May 2016</i>

12. Educational aims of the programme

The educational aims of the programme are to provide students with an opportunity to develop and practice leadership and management skills within a sports environment. The structure and characteristics of the course offer a learning experience in the full breadth of the areas outlined by the QAA 2008 benchmark statement. The statement relates to the vocational aspects of the sports industry and the wider world of employment.

Alongside academic competencies the course will encourage and aim to inspire students to develop and pursue entrepreneurial ambitions and fostering innovation amongst students.

Workplace learning is integral to the programme and the working environment provides an arena for the acquisition of current knowledge and the development of skills and competencies for future employment.

The programme aims to:

- Develop students' knowledge, skills and understanding required for employment within the Sports industry.
- Improve their current level of competence in the workplace with an emphasis on integrating and aligning the learning with industry based scenarios.
- Provide opportunities for development of the key skills, problem solving, learning and performance, working with others, information technology, communication and numeracy.
- Develop entrepreneurial confidence and the stimulation to undertake innovative, enterprising activity.
- Provide students with an intellectual challenge.
- Induct students fully into academic norms and procedures so that they can progress further into Higher Education.
- Integrate work-based skills and academic learning so that students develop their career and learning potential through a mutual reinforcement of academic knowledge and vocational focus.
- Ensure skills and knowledge are transferable to the workplace.

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

Knowledge and understanding:

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

- Demonstrate a critical awareness of theories, concepts, models and methodologies appropriate to Sports Leadership and Management (FSLM 1008 and FSLM 2004)
 - Evidence the skills and data required to monitor and evaluate sports coaching (FSLM 1001, FSLM 2001 and FSLM 2003).
 - Demonstrate an understanding of planning for and control of, organisational resources (FSLM 1007 and FSLM 2005).
 - Self-evaluate and able to reflect; act upon their own strengths and weaknesses in this vocational context and develop a commitment to continuing learning (FSLM 1005 and FSLM 2002).
 - Analyse the role of the co-ordinated marketing mix and brand development (FSLM 1007 and FSLM 2004).
 - Analyse those factors which influence the behaviour of individuals in organisations (FSLM 1005 and FSLM 2005).
 - Review the key stages in product or service design (FSLM 1007, FSLM 2004 and FSLM 2006).
 - Evaluate the economic impact of sport (FSLM 1006, FSLM 1004 and FSLM 2007).
 - Analyse the effectiveness of leadership (FSLM 1008 and FSLM 2006).
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Cognitive and intellectual skills:

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

- Identify and critically evaluate a range of issues/ problems in Sports Leadership and Management (FSLM 1004, FSLM 1008 and FSLM 2005)
 - Demonstrate a critical awareness of the application of appropriate theory to a selected context (FSLM 1007 and FSLM 2006)
 - Develop the ability to critically interpret text and the skills of analysis to evaluate with validity (FSLM 1001 and FSLM 2001).
 - Develop an independent and interdependent approach to encourage further learning (FSLM 1005 and FSLM 2002).
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Practical skills relevant to employment:

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

- Apply theories, concepts and principles to sports industry practices (FSLM 1008, FSLM 2005 and FSLM 2007).
- Participate in a competitive 'real world' process and assess organisations performance in a competitive environment (FSLM 1005 and FSLM 2005)
- Exhibit the skills required to monitor and evaluate data (FSLM 1001 and FSLM 2001).
- Collect data, analyse, diagnose and prescribe action to enhance the learning and performance (FSLM 2001 and FSLM 2003)
- Employ tools and methodologies to explain the changes in the environment (FSLM 2007 and FSLM 2004).
- Develop marketing and campaign planning techniques to meet objectives (FSLM 2004 and FSLM 1007).
- Develop and produce a sport event based on local needs (FSLM 2006).
- Lead within a sports coaching environment to a specific target audience (FSLM 1002 and FSLM 2003).
- Solve practical problems that arise within a sports management context (FSLM 1008 and FSLM 2006).
- Develop business focused strategies for an organisation (FSLM 1008 and FSLM 2004).

Transferable/key skills:

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

- Build upon and extend current skills and expertise by planning and manage self-development of learning (FSLM 1005 and FSLM 2002).
 - Plan and manage self-development of learning (FSLM 1005, FSLM 1003 and FSLM 2002)
 - Draw directly upon the skills, knowledge and expertise developed through the application of theory into the world of work through work-based application and activity related to the learning (FSLM 1005, FSLM 1003 and FSLM 2002).
 - Understand the close relationship between academic learning and vocational practice (FSLM 2004 and FSLM 2002).
 - Evaluate own personal and professional performance using appropriate tools, techniques, reflective practice and working independently (FSLM 2002 and FSLM 2003).
 - Engage in personal development planning and a commitment to building lifelong skills (FSLM 1005 and FSLM 2002).
 - Perform data analysis and interpretation to enable effective decision making (FSLM 1001 and FSLM 2001).
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Examples of teaching, learning and assessment methods used:

- A programme of structured delivery; interactive seminars, class discussions (face-to-face and online), guided reading, case studies, group work sessions, small and large group social learning and individual tutorial support.
- The College's Virtual Learning Environment (VLE) Moodle provides a central repository for the majority of course materials including specific module pages that are linked to a gateway. Each module Moodle page will include electronic copies of all assessments, assessment submission and feedback facilities.
- Students are encouraged to produced assessments that can be viewed on mobile technology especially for modules that require assessments to be set in a vocational setting e.g. electronic coaching handbook.
- In-depth, self-directed research, tutorial guidance and discussion.
- Work-based learning modules provide an arena for: experiential learning, live projects, critical self-reflection and skills development.
- A variety of assessment vehicles including examinations, work-based project; group and individual presentations and projects; reflective papers; portfolio building; written management reports and briefing papers; interviews and case studies.
- All modules encourage learners to engage in discussion of key issues and application of key concepts including problem-based learning, projects, simulations, debates, forums and case studies this evidence is frequently captured via Moodle on virtual notice boards. This enables students to continue with discussions and at times create a 'flipped' learning environment.
- Higher order critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) are encouraged at levels 4 and 5 (with additional tutor support as necessary in line with the UW's Curriculum Design Policy)
- 'Live' work-based projects offer students the opportunity to engage in problem solving decision making to address complex issues.
- Work based experiential learning opportunities such as projects, simulations, presentations, visits and guest speakers.
- All modules include learning outcomes which require students to use an appropriate range of academic, industry based or practical sources.
- Some assessments are specifically designed to be of a practical nature reflecting the workplace; interviews, marketing audits, sports coaching scenarios, data analysis using specific sport and business related tools.

- Self-management skills are experienced through meeting assignment submission deadlines, working with others, and at certain points personalised assessment opportunities where students may choose a topic, case study or specific organisation or sports provision sector as the basis for assessment.
- Personal development is introduced at Level 4 and underpins all modules in particular Preparing for the Sports Industry. It is encouraged throughout the course via the timetabled tutor support system, online resources for personal development and in particular regular tripartite meetings between the workplace supervisor/ learner/course leader.
- Examinations are included, partly to retain and develop examination techniques for students wishing to pursue professional qualifications post-foundation degree and/or level 6 qualifications.
- Interpersonal and team-working skills are developed via group activities and assessments.
- At level 4 and 5 modules have been mapped to allow students to experience a vocational environment. The work placement requirements enable students to contextualise their learning in a work based environment drawing knowledge from a number of sources e.g. workplace supervisor, colleagues and module leader.

14. Assessment strategy

The course operates under the [Taught Course Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules and retrieving failed modules. The course utilises a range of assessment modes to develop and enhance subject specific knowledge and understanding alongside intellectual, practical and transferable skills. The programme aims to utilise standard and innovative assessment types as vehicles for developing student learning. Level 4 assessments are characterised by tasks aimed at the development of key academic skills, core subject knowledge and understanding, and confidence in a wide range of assessment types. As students progress through the foundation degree they can then enjoy learning through more complex/applied scenarios and independent, research based assignments. At all levels, students are supported by staff provision of sessions designed to help them in the successful preparation of their assessments. Students are encouraged to attend assessment focussed workshops, seminars and tutorials where they can develop their work and receive feedback on structure, content and style before submission. The course is in line with the Institute's Strategy for Assessment where all learning outcomes are assessed through a maximum of two assessment items for any module. A range of formative and summative assessment modes are utilised by the course teaching team in order to provide feedback on student learning and ensure the development of a range of key discipline specific and more general transferable skills (e.g. communication & presentation, interactive, group and problem solving skills). Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the each module. Students receive electronic feedback on marking criteria sheets and annotated comments on written scripts. Assessment decisions are subject to a system of moderation (double-marking) and standards are monitored by an external examiner. A grid showing assessment methods and weightings mapped to modules at each level, together with a calendar of assessment submission dates is included in the course handbook.

15. Programme structures and requirements

Award maps are designed to show students which modules must be taken in order to gain different awards. All FdA Sport Leadership and Management modules are mandatory. Students studying part-time will be expected to complete at least 45 credits per year (it is essential that students study FSLM 1001 in the first semester of study).

The award map for this course is outlined in the matrix below.

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSLM 1001	Academic Study Skills	15	Mandatory	None
FSLM 1002	Sports Coaching	15	Mandatory	None
FSLM 1003	Outdoor Leadership	15	Mandatory	None
FSLM 1004	Sport and Leisure in a Modern Context	15	Mandatory	None
FSLM 1005	Preparing for the Sports Industry	15	Mandatory	None
FSLM 1006	Investigate Sport Tourism	15	Mandatory	None
FSLM 1007	Sports Marketing	15	Mandatory	None
FSLM 1008	Managing and Leading People in Sport	15	Mandatory	None

Level 4

All eight modules studied in year one establish the fundamentals for further study at Level 5. Each module is concerned with clarifying terminology and concepts in addition to establishing a technical framework for a coherent and comprehensive study of sport. It is the aim throughout the FdA to look at sport from a multi-disciplinary perspective, and so each module attempts to integrate theory and practice using sport industry based experiences/examples.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
FSLM 2001	Research Methods	15	Mandatory	None
FSLM 2002	Professional Career Development and Placement	30	Mandatory	None
FSLM 2003	Sports Coaching in Practice	15	Mandatory	None
FSLM 2004	A Sporting Enterprise	15	Mandatory	None
FSLM 2005	Sports Policy, Politics and Planning	15	Mandatory	None
FSLM 2006	Sports Event Management	15	Mandatory	None
FSLM 2007	Managing Sports Regeneration	15	Mandatory	None

Level 5

The mandatory modules at level 4 introduce students to a broad base of relevant, underpinning academic and vocational topics. All level 5 modules will promote independent study aligning with progression route programmes at level 6. Modules will require increased levels of autonomy however increased interdependency modules such as Sports Event Management will require students to work in realistic work based environments.

Progression module mapping

All FdA Sports Leadership and Management modules have been mapped against the modules contained within the BA (Hons) Sports Business Management programme, which is the normal progression route for students that successfully gain the FdA.

16. QAA and professional academic standards and quality

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

The Sport Benchmark statements include five subject areas which are stated as being 'typically involved in the study of sport'.

These areas relate to the:

- 1) Human responses and adaptations to sport and exercise
- 2) 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.

These sport benchmark areas demonstrate the breadth of coverage within sport qualifications. The FdA Sport Leadership and Management course focuses on subject areas four and five however all areas are relevant to the course delivery.

More general reference points used in this programme are the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#) and [Foundation Degree Characteristics Statement](#). In this context the qualification meets in full the descriptor for Level 5 of the FHEQ. In particular the programme applies the FDQB requirement that:

'In Foundation Degree programmes, academic knowledge and understanding integrate with, and support the development of, vocational skills and competencies, taking account of the need for appropriate academic rigour.' (FDQB, p6).

Consideration of the following standards have also taken place when developing the programme: [Skills Active](#), [CIMSPA](#) and [Sports Coach UK](#). These industry standards have been embedded into the curriculum design of the course to ensure integrity and professionalism and maximise the learning opportunities for students in these areas.

17. Support for students

The following support services are in place at HoW to provide support for students on the programme:

- Induction programme including information delivery from HoW Student Services as well as course staff.
- Course handbook, work-based learning handbook and module outlines.
- Support from HoW Learning Centre staff during induction and subsequently at the St. Wulstan's Learning Centre (including HE HUB).
- Representation on Programme Committee to address course-wide issues and offer feedback.
- Personal Tutor and Course Leader to provide academic and pastoral support.
- Workplace Mentor /Academic Supervisor support within work-based framework.
- Course Gateway Page Moodle (HoW VLE).
- HoW Equal Opportunities Unit implements codes of practice in relation to disability, racial and other forms of discrimination.
- HoW Student Services provide advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties.
- Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies.
- Students experience a wide variety of teaching and learning e.g. lectures, seminar, group work, practical activities and the use of e-learning.
- Support provided for assessments in the form of subject group tutorials and one to ones.
- Study skills workshops to develop referencing (via HE HUB)
- All students will have an academic tutor who guides the process of Personal Development Planning (PDP) and offers general support and one-to-one support.
- Library induction and information skills packages.
- Study skills provided within the subject and IT skills embedded within modules.
- Students who are at risk – profile of students grades are kept at Heart of Worcestershire College and the Course Leader identifies those students who may be at risk of failing.

- Heart of Worcestershire College and the University's Careers Service provide training opportunities for career planning. [Study Skills](#) (at UW and HoW) have been developed in order to help students to plan and carry out coursework and assessments.

18. Admissions

Admissions Policy:

In line with UW and HoW College policy, the programme aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit. The course is for individuals who wish to pursue a career in sports leadership and management. The course will attract students who have achieved a BTEC Diploma or Extended Diploma in Sport at Level 3 or another Business/Sport related qualification (e.g. A-Level Business Studies/PE) and for whom a vocationally-relevant FD qualification can be seen as an obvious progression route.

Secondly the emphasis placed within the curriculum on work-based learning (or simulated work-based learning) is relevant to applicants with other Level 3 qualifications, who have identified sports leadership and management as a career path.

Finally the course aims to attract those individuals that are usually in employment without formal qualifications. These individuals will be mature students who can use their work experience (usually sport related but not essential) to facilitate admission to the Foundation Degree.

A Full-time application to the programme requires candidates to make their application via UCAS. All part-time applications are made directly to HoW College via the online application process.

Entry Requirements:

The general admissions requirements of this programme are:

UW's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the HoW College prospectus.

Applicants with other qualifications and/or mature students

We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access to Higher Education Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability.

Recognition of Prior Learning

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for Recognition of Prior Learning, depending upon the qualifications or experience gained. Credit can also be given for individual modules.

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

Admissions procedures:

Full-time applicants apply through UCAS (course code N 890)

Part-time applicants apply directly to Heart of Worcestershire College

[Heart of Worcestershire Admissions Policy](#)

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

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards include:

- Annual Evaluation Report
- External Examiners Report
- Link Tutors Report
- Each module provides mid-module and end of module student evaluations
- Course Management Committee (with student and staff representation) formally considers student feedback and sets out action plans
- Departmental Staff Student Consultative Committee identifies and addresses generic issues
- Board of Examiners' Moderation Group
- HoW Learning and Teaching Peer Observation System
- Course Periodic Review
- New Staff mentoring system
- National Student Survey data
- Employers feedback and assessments through work-based activities
- Induction surveys

20. 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 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.

- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

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

These awards are not classified.

21. Indicators of quality and standards

- 93% retention for from L4 to L5
- 100% achievement at L5
- Average course attendance rate of 93%
- HoW HE Quality Review process to monitor course sustainability.
- 95% of students progressed to further studies or sport related employment.
- Positive Periodic Review
'The dedication and hard work of the Course Leader has contributed significantly to the continued success of both courses during a time of considerable change for the Partner. The Partner and Course Team provide excellent academic and pastoral support to students, with accessible, approachable staff, and an innovative Moodle Gateway student portal, reflected in the positive attitude of the student body.' Course Periodic Review report, January 2015.

22. Graduate destinations, employability and links with employers

On average 70% of graduates continue with their studies immediately after graduating from FdA. Over 50% of those students enrol onto a level 6 programme of study. Students are encouraged to continue their studies at UW with the Institute of Sport and Exercise Sciences. However opportunities to enrol onto appropriate courses delivered at institutions across the UK and abroad are promoted through the tutorial programme.

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

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

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

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

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

Students who successfully pass the FdA programme are eligible to progress to the final (top-up) year of BA (Hons) Sport Business Management or BSc (Hons) Sport Studies, (which can be taken in both Full-time and Part-time modes), at the University of Worcester.

Progression opportunities are discussed at appropriate points within the programme to enable students to make informed choices as to how to proceed after completion of their studies.

Alternatively, FdA graduates can use the portability of their qualification by applying to continue on an alternative Top-Up Degree or remain at HoW to continue with their level 6 studies focusing on a more traditional Business Degree. The information below identifies the available pathways and possible entry points at the University of Worcester. Other options are available, if students are willing to move out of the Worcester area.

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

NB. Applications must be made via UCAS.

Student employability

The course provides a wide range of opportunities to students that encourage the development of employability skills. The tutorial programme includes a number of extra curricula activities that embrace the industry. Residential and day visits are organised to allow students to experience industry related information that has specific relevance to assessments and future employability. All visits are selected and organised to allow students to experience the most current and up-to-date working environment. Students are encouraged to use the visit to form professional relationships with organisations to foster potential employment opportunities.

Providing guests speakers, guest lecturers and graduate speakers is an opportunity for students to receive concise and specific information on employment opportunities. Graduates that are in employment and education are invited to tutorials to share their experiences with current students. This validates the skills taught and encourages current students to focus on potential careers.

Specific work-based modules are delivered at level 4 and 5 that provide students with an opportunity to formalise interviewing techniques, compile CV's and explore employment opportunities. These modules link closely to the tutorial programme and assist in providing the foundations for the vocational elements of the course.

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).

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. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education