

Programme Specification for FdSc Football Business Management and Coaching

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Birmingham Metropolitan College, Stourbridge Campus
3.	Programme accredited by	N/A
4.	Final award	FdSc
5.	Programme title	Football Business Management and Coaching
6.	Linked Honours Degree progression route/s	BSc Sport Studies Level 6
7.	Mode and/or site of delivery	Stourbridge College – Centre of Sporting Excellence
8.	Mode of attendance	Full Time / Part Time
9.	UCAS Code	CN6F
10.	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport and Tourism 2008 FDQB (QAA, 2010)
11.	Date of Programme Specification preparation/ revision	May 2013 / August 2014 (regulations amended, template updated) / May 2015 (Award map correction) / July 2015 (Progression criteria); March 2017 correction to regulations.

12. Educational aims of the programme

This programme aims to produce a graduate who has the required knowledge, skills and attributes to enter employment or progress to further study in the Football Business Management and Coaching industry. This graduate should be able to adapt, analyse and make judgements in a wide range of coaching and sport development and management roles and have a multidisciplinary knowledge that will enable them to apply and succeed in the Football Industry.

Football is a global economic and social, as well as sporting, phenomenon, every weekend the English Premier league is watched by over 170 million people in over 200 countries.

Football is a major industry supplying well over 100,000 jobs in the UK alone. New opportunities consistently present themselves in this expanding global industry and has proved robust regardless of the economic climate over the last 100 years..

The sports industry is a significant and growing sector of the economy. Sport England (2010) research reveals that the sports business accounts for 1.8% of all employment in England. Sports England are investing £1bn in Youth and Community sport over the next five years which will create a number of opportunities locally and nationwide.

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

The course aims to:

- A. provide an intellectually stimulating and vocationally relevant programme that will enable students to 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. equip and enable students to cope with the challenges and issues in this dynamic and rapidly expanding industry.
- 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. provide football and business related knowledge needed to develop professionals whom are wholly inclusive and aware of diverse populations and ethical awareness.
- E. apply theory to wider coaching and sport development roles.

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.

Knowledge and understanding:

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

- 1) Use a coherent range of knowledge and skills required for future employment in the football industry and/or to facilitate progression onto degree programmes.
- 2) Gather, interpret and apply through intervention the key concepts of the study of football management and coaching in selected practical situations.
- 3) Develop an appreciation of the wider industry context.
- 4) Assess the moral, ethical, environmental and legal issues that underpin the best practice in football management and coaching.
- 5) Plan, apply and evaluate knowledge and concepts relating to managing and delivering football coaching programmes, business projects and events.

Examples of learning, teaching and assessment methods used:

Students will engage in a series of taught sessions that will be delivered in an interactive way. Lectures, seminars, case studies, peer group study, workshops and practical sessions will ensure students are stretched and challenged. Students will plan, risk assess, manage and reflect on a project in the work place both in a coaching and business context. Student learning is encouraged and supported by Blackboard/Moodle (web-based virtual learning environment), reflective practice and study groups.

Analysis of individual players, teams and football coaching sessions, coaching behaviours will be discussed. Students will design coaching plans, coaching handbooks, performance planning, coaching sessions and performance analysis.

Multimedia presentation, tests, market analysis and product development business plans, health and safety risk assessments, essays in football development and reflective thinking and peer assessment.

Cognitive and intellectual skills:

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

- 1) Demonstrate a critical awareness of the application of appropriate theory to selected contexts.
- 2) Develop analytical, problem solving and reasoning skills in an academic and vocational context and then apply them in the work place.
- 3) Through application identify and solve problems in sports management and coaching through the utilisation of a wide range of learning approaches.
- 4) Implement self-determined action planning through self-reflection and awareness.
- 5) Critically interpret data and text.
- 6) Demonstrate an independent approach to learning.

Examples of learning, teaching and assessment methods used:

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.

Practical skills relevant to employment:

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

- 6) Demonstrate safety and ethical awareness in the performance, supervision and development of business and coaching skills.
- 13) Apply physiological, psychological and sound technical knowledge to the solution of familiar and unfamiliar problems.
- 14) Use self-management and embrace continuous professional development skills to enhance subject knowledge.

Examples of learning, teaching and assessment methods used:

Modules at all levels will provide students with the opportunity to develop their practical competences in a number of work based projects. Students will also acquire a number of NGB coaching awards.

The Foundation Degree has a heavy focus on work based placements and within each of the two 30 credit modules students will have over 100 hours of opportunity to put theory into practice.

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.

Transferable/key skills:

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

- 13) Plan and manage their learning and progression.
- 14) Make effective use of interactive, group and problem solving skills.
- 15) Analyse and make judgements.
- 16) Communicate and present information effectively in a variety of forms.
- 17) Apply numerical and C & IT skills where appropriate.
- 18) Analyse and apply knowledge, learning and teaching to a wider range of sports industries.

Examples of learning, teaching and assessment methods used:

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

14. Assessment Strategy

The summative assessment strategy for the course is as follows: knowledge and skills are predominantly assessed through presentations, written work and practical assessments; cognitive and intellectual skills are assessed through written essays, exams 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/essays.

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 at the Institute of Sport and Exercise Science (ISES) Quality Committee (IQC). Examples of assessment methods include essays, reports, reflective journals, exams, individual and group presentations, case studies, discussions and work based learning reflective log book reports.

Every module provides opportunities for students to develop their knowledge, evaluation, critical 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 whilst using ICT or multimedia formats. This knowledge base will be appropriately and conscientiously progressed and developed so it is in

line with current ISES and UW generic module descriptors and marking criteria level indicators as the students' move from Level 4 to level 5.

The Foundation Degree 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 imbedded within two 30 Credit modules. These modules will give students the opportunity to gain valuable Work Based Experience in both a Coaching and Business 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 and assessment of the course, in monitoring student performance in the workplace and in on-going development and review of the Award. 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 all placements undertaken and pre-placement information packs 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.

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 ISES and UW appropriate guidelines.

All module assessments will undergo the same moderation and standardisation process that is current within ISES. This will ensure 15% of all summative assessments will be moderated and independently double marked 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 ISES modules.

15. Programme structures and requirements

The mandatory modules at level 4 introduce students to a broad base of relevant and applicable, underpinning academic and work based learning skills and competences. 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.

The course has been designed in such a way that it flows logically between what might be described as the 'on-pitch' and 'off-pitch' activities that underpin the game.

The programme is made up of three distinct strands:

The first being **the business management strand** with three 30 credit modules (FBMC1002, FBMC2001, FBMC2002) which introduce business management concepts, theoretical models and aims to reflect the application of a wide range of management skills required within the operation and management of football initiatives and incentives. These modules enable students to apply theoretical constructs of management to practical situations that reflect the demands of the football and sports industry. The Level 5 module further enhances this concept to the role of operations manager and in managing projects to achieve organisational success.

The students then have the opportunity to employ these management skills in the workplace.

The second strand is **the coaching strand** which consists of four 15 credit modules (FBMC1003, FBMC1005, FBMC2003, FBMC2005) and a 30 credit work based module (FBMC1001). The coaching modules build on skills required to be an effective coach but also focus upon sport science in the coaching process. To achieve this, an introduction to the fundamental concepts of physiology, psychology and strength and conditioning are provided. Application of the theory of performance analysis and coaching for performance will be supported by the use of the Colleges 120 strong Football Academy team and the Kidderminster Harriers Football Club (KHFC) Professional team all who train at the Centre of Sporting Excellence (CoSE) campus. The skills learnt in these modules will enable students to not only coach and manage individuals but also teams, both in the community, within football clubs, academies and in the professional environment. The students will have the opportunity to practice their coaching skills during a work based placement. Students may choose from a number of organised work based placements that will be provided by the College. These placements will be integrated into the first of two work based 30 credit modules.

In order to operate successfully in the increasingly competitive football industry the team felt it was obligatory to include a third **multidisciplinary focused strand** (FBMC1004, FBMC1006, FBMC2004, FBMC2006). It is essential to understand the key concepts of football not only in the community at a local, regional and national context but to also appreciate the current issues such as disability, inclusion and the ethical concepts that surround the football industry. We could not forget the globalisation of the game by including a module that looks at football ideologies, political, media, and commercialisation and migration concerns of the industry.

The Foundation Degree Football Business Management and Coaching has two distinct Work Based Placements. These placements are imbedded within two 30 Credit modules. These modules will give students the opportunity to gain valuable Work Based Experience in both a Coaching and Business environment and to gain the skills and competences that are required to enter the Football Business Management and Coaching industry. Students are required to complete 100 hours on each placement.

The students will also be actively encouraged to pursue and achieve additional professionally recognised National Governing Body (NGB) qualifications, FA Awards, Coaching qualifications, First Aid and Safeguarding qualifications alongside the Foundation Degree.

The course has a module structure and consists of 12 mandatory modules. To gain the full FdSc students must complete and pass all modules as identified in the Award Map. 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 their Stourbridge campus and the University of Worcester. Birmingham Metropolitan College will be the main provider and delivery of services throughout the Foundation degree with the University or Worcester support.

FdSc Football Business Management and Coaching Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
FBMC 1001	Work Based Learning – Coaching Context	30	Mandatory	None
FBMC 1002	Introduction to the Business of Football	30	Mandatory	None

FBMC 1003	Principles of Coaching	15	Mandatory	None
FBMC 1004	Football in the Community	15	Mandatory	None
FBMC 1005	Science of Football	15	Mandatory	None
FBMC 1006	Disability and Inclusion within Football	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.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
FBMC 2001	Work Based Learning - Business/Football Context	30	Mandatory	None
FBMC 2002	The Business of Football – Project Management	30	Mandatory	None
FBMC 2003	Coaching for Performance	15	Mandatory	None
FBMC 2004	Football in a Global Context	15	Mandatory	None
FBMC 2005	Analysis of Performance/Skill Acquisition	15	Mandatory	None
FBMC 2006	Current Issues within Football	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

Like all Higher education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2008), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the context that will be covered. Further details of quality and academic standards can be found here:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) and the Foundation Degree Qualification Benchmark (2010). The award is located at Level 5 of the Framework for Higher Education Qualifications (FHEQ).

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

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

1. Human responses and adaptations to sport and exercise;
2. 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.

In the context of this Foundation Degree, areas 2, 3, 4 and 5 can be found in the course.

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 Stourbridge Campus will be the main provider of services; however the University will support this provision. 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 a few in house tests and will need to develop successful study, revision and test techniques in order to do well. Both institutions will help support students in all aspects of academic study including support in maths and English.

Students in the first instance should use the colleges 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](#) within Student Services provides specialist support on a one to one basis. 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 University's standard entry requirements apply: 4 GCSEs at Grade C or above, two of which must be English and Maths or equivalent, 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 prospectus.

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 (*course code*: FD CN6F (FdSc/FBMC). For Part-time applicants please contact the Admissions Office (01905 855111) at the University of Worcester.

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Manager. All successful applicants will be required to attend an interview at the Centre of Sporting Excellence Campus at the College. 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.

See Section 22 of the Programme Specification for information regarding the admission arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

Mature Students

Birmingham Metropolitan College at Stourbridge College and UW values diversity in its student body and applications from mature students are very welcome. If you fulfil the standard entry requirements as detailed above, please 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. Methods for evaluating and improving the quality and standards of teaching and learning

Each Semester the course will hold an Academic Course Management Committee Meeting. This meeting will be constituted by the Link Tutor, all of the teaching team and 2 Student Representatives (StARs) from each year.

The team will seek feedback from employers on a regular basis and have a Sports Advisory Board which meets four times a year. This meeting is paramount to ensure that the programme is meeting and continues to meet industry requirements.

The teaching team will seek feedback from students each time a module is run, both mid-module and end of module feedback is taken seriously by the team. The feedback will provide the basis of an action plan and responses will be included in the quality management file for that module, thus enabling scrutiny by the College and UW Institute of Sport & Exercise Science and any subsequent amendments/major actions should be reported to the Institutes Quality Committee (IQC) and included in the annual evaluation report.

The Institute has a dedicated Learning Advisory Group (LAG) which exists to develop innovative teaching approaches in order to support and enhance student learning, all College staff teaching on the Foundation Degree can access relevant staff development sessions at the University.

Annual evaluation is carried out considering the evidence of student feedback including National Student Survey (NSS), feedback from external examiners and employers as well as statistical data on progression and achievement to identify quality improvements. Additionally the University, via the Institute of Sport and Exercise Science, quality assures course documentation.

The University of Worcester appoints an External Examiner to the course who provides external moderation and attends examination boards. Post Exam Board moderation systems will also apply to this course.

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.
- Some modules have attendance requirements.
- 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); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- 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
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 FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

21. Indicators of quality and standards

The Quality Assurance Agency (QAA) have confirmed confidence in the quality of the colleges provision following the IQER summative review in October 2011/January 2012 however, continuous improvement is essential if HE provision is to expand and there needs to be closer scrutiny of HE teaching and learning including a review of assessment and feedback procedures to allow for standardisation across HE programmes and better performance monitoring of success rates of students. The college will also seek to provide our HE students with dedicated accommodation which facilitates personalised learning and high achievement and ensure curriculum development is in place to provide further access to on-line learning materials to support the learning process within college and remotely.

The Institute of Sport and Exercise Science has a dedicated Quality Committee (IQC), which is responsible for monitoring and enhancing the student experience on the course. It does this by receiving and acting on student feedback on all modules. It also considers any changes to modules, for example relating to learning outcomes and/or the pattern of assessment. The Course Leader writes an Annual Evaluation Report (AER) which is presented to, and discussed by the Committee.

The College has excellent external relationships and 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. Consultation

was used to establish the demand for the award and to shape the curriculum and delivery of the award. Employers will be involved in the delivery and assessment of the course, in monitoring student performance in the workplace and in on-going development and review of the award.

We have an already established Advisory Group for the CoSE of whom have been involved in the writing of the Foundation Degree.

Under the auspices of the CoSE Advisory Group the intention is to establish a steering group who will work with the College to define specific content and advise on the updating of resources and material used in its delivery. Representatives from the following organisations would be invited to form the first group with others possibly co-opted at a later date. Kidderminster Harriers F.C: Worcestershire County F.A.; Football Conference (based in Birmingham); The Referees Association (based in Coventry), Key Sports Management. County Sports Partnership.

All student grades are confirmed at a formal Examination Board (of which there are 3 each year). A sample of student work is moderated by an external examiner and the comments from the external examiner and the Course Team's response are made available to students through the Course Representatives. The College also considers the statistical data from the Exam Boards at its Course Management meetings to examine in detail student assessment performance

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Graduate destinations

The Foundation Degree is a new programme and therefore there isn't any graduate destination data yet. However, the HND Sports Coaching that has run in partnership with the College and UW for many years has an employment level of 85% and 65% of students' progress to a relevant BSc Sport related Top-Up programme.

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.

At the University of Worcester (in 2010/11) the overall level of employment for graduates has increased from 67% to 72%.

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

Opportunities for Further Study

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sport Studies, and BA (Hons) in Sport Business Management. Progression will be conditional on achievement of:

5 C grades or above across the two years of the FD

Evidence of a strong commitment to academic study

A complete set of course work submitted over the two-year period

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 Institute of Sport and Exercise Science at the University of Worcester.

All students will be required to attend an interview. This is in keeping with our commitment to interview all prospective students applying for a place on an undergraduate degree programme. The purpose of the interview is to ensure each student is applying for the right programme of study and is clear about the content and structure of the course as well as Institute expectations.

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. Guest speakers and industry experts will be leading key sessions to ensure that students understand the skills and attributes employers require.

The UW has a number of initiatives in place in order to develop the employability of the ISES students. Stourbridge Campus students studying on the Foundation Degree can access these initiatives if they wish:

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

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 work place. This programme will take account of QAA Codes of Practice; Placement Learning and Careers Education, Information and Guidance.

Links with employers

The CoSE 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. Stourbridge Campus has strong links with the Kidderminster Harriers Football Club, with whom we run the KHFC Football Academy. Other partners include KHFC Youth Development Centre, Football in the Community, Worcestershire FA, Aston Villa Football Club, Black Country Football Association and many other non-football partners such as the RFU, Warriors Rugby Club, Stourbridge Rugby Club, Old Hales, Dudley Kings RFC, Worcestershire CCC, Lions Boxing Club, Hagley Golf and Country Club, Ombersley Golf Club to name a few. The CoSE also has an Advisory board which meets four times a year. Here careful consideration is given to how the CoSE can improve programmes in the future and better serve our sports graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester.

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 the module outlines and the course handbook. 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](#).

AWARD MAP FOR A HIGHER NATIONAL OR FOUNDATION DEGREE AWARD

Course Title: FD Football Business Management and Coaching

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FBMC 1001	Work Based Learning – Coaching Context	30	Mandatory	None
FBMC 1002	Introduction to the Business of Football	30	Mandatory	None
FBMC 1003	Principles of Coaching	15	Mandatory	None
FBMC 1004	Football in the Community	15	Mandatory	None
FBMC 1005	Science of Football	15	Mandatory	None
FBMC 1006	Disability and Inclusion within Football	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.

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FBMC 2001	Work Based Learning - Business/Football Context	30	Mandatory	None
FBMC 2002	The Business of Football – Project Management	30	Mandatory	None
FBMC 2003	Coaching for Performance	15	Mandatory	None
FBMC 2004	Football in a Global Context	15	Mandatory	None

FBMC 2005	Analysis of Performance/Skill Acquisition	15	Mandatory	None
FBMC 2006	Current Issues within Football	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.