

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Bachelor of Arts (Hons)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	Football Development and Coaching
1.7	Mode and Duration of Study:	Full time – 3 years Part time - 6 years
1.8	UCAS Code(s):	S3H6
1.9	Admission Criteria:	<ul style="list-style-type: none"> • 3 A level qualifications or equivalent: A Levels - BCC; BTEC DMM • GCSE English Language grade C or above (or equivalent) • DBS check as per University policy <p>Applications from non-traditional learners will be considered on an individual basis.</p> <p>Recruitment follows University policies, which promote equality of opportunity.</p>
1.10	Accrediting Professional Body/ PSRB:	Not applicable
1.11	QAA Subject Benchmarking Group(s):	Hospitality, Leisure, Sport and Tourism, 2008

1.12	Other External Points of Reference:	QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, 2015 ; QAA UK Quality Code for Higher Education ; SkillsActive Endorsement The Football Association's Vision 2008-12 Handbook (2008); FA Learning's 'The Future Game' (2010).
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	FDVD90/ SPDD24 Sport Event Management
1.15	Foundation Degree Progression Routes:	Direct entry to BA (Hons) Football Development and Coaching to students studying FdA Football Coaching and Development at Exeter College
1.16	Arrangements for Distance Learning:	n/a
1.17	Original Date of Production:	January 2016
1.18	Date of Commencement:	September 2016
1.19	Review Date:	September 2022

2. Programme Outline

The BA in Football Development & Coaching (FDC) will give students the opportunity to forge a career in the popular but competitive football-industry. It will enable all learners to acquire the knowledge, understanding and practical experience of a range of topics that relate to the development of football and consider the role coaching plays within these developmental processes.

Football has held a unique position within sporting and wider popular cultural within both national and international contexts. Football is a truly globalised game where its popularity and economic power makes it a powerful force within and beyond the sports sector. The governance of the global game through FIFA has highlighted how football transcends discussions beyond sport into international finance, corporate sponsorships and geopolitics. Good governance of football is required to ensure football is used as a force for good and domestically the Football

Association recognise the need for a well-trained footballing workforce. Football like many governing bodies, needs to respond to the needs and wants of a wide variety of private, public and voluntary bodies, and unprecedented levels of investment in the game has led to various football providers pursuing highly qualified graduates with appropriate levels of experience to lead and assist with a plethora of football-related activities in order to enhance the football experience for all.

The FDC programme is underpinned by broader themes in sport development to enable students to locate the issues within football within the broader contexts of sport. Development issues will include the wider governance and management of the game in the context of national and international policy contexts. Students will consider developments in the game and in talent identification and player pathways, an understanding and appreciation of underrepresented groups, and innovative ways to promote the sport to a wide audience. The role of coaching is integral in the development of football across all aspects of the game. Coaching-focused modules will address issues relating to the education of coaches, the development of coaches, and trends within sport science (psychology, physiology, biomechanics, performance analysis) that impact upon the coaching realm and student will take a number of specific coaching modules in performance analysis, coaching children, and performance coaching.

The BA (Hons) Football Development and Coaching programme takes a multi-disciplinary approach to the study of football. The programme draws from the academic disciplines / sub-disciplines of public policy, sociology and management studies and sports coaching that underpin football development and coaching academically and in applied practice. The programme is underpinned by current research, theoretical discourse and professional practice. Importantly, the programme is designed for students to become practically competent when working in the football development sector.

2.1 Integrating sustainability into the curriculum

The curriculum is influenced by a sustainability agenda through the policy, process and practice of Sport Development. Sport Development projects have sustainability principles in terms of the legacy of regenerative projects, such as the London Olympic Games, that have sustainability in the built environment, and human legacy, at their core. Sustainability principles are also considered with smaller scale sports projects that impact upon local communities. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity, within and through sport. The programme team work alongside other university-wide agendas such as employability and student engagement to embed these concepts wider. The programme team aims to lead by example. We will reduce our impact on the green environment, through the use of e learning, e-submission and e-books. The programme team are responsible for embedding sustainability into the curriculum.

3. Distinctive Features

The BA Football Development and Coaching programme is distinctive through the formal partnership with Plymouth Argyle Football Club's Argyle Community Trust. The programme is specifically focused towards developing students' knowledge and understanding football development and coaching and applying this within the football industry. The programmes shares some of its curriculum with the BA Sport Development framework and has been designed in with reference to employers (undertaken via the Skills Active accreditation guidance) and with Plymouth Argyle's Community Trust who focus on a number of sport and physical activity interventions developing communities' through sport and developing sport in the community.

The special feature of the programme and unique selling point is that Argyle's Community Trust professional football development and coaching staff contribute directly to the programme. Argyle staff teach practical elements on programmes and lead applied sessions, hosting student placement, supporting applied performance analysis, facilitating football events and initiatives, supporting volunteering, and helping to facilitate undergraduate football research. This providing students with the opportunities to develop their employability skills by being actively involved in real-life development initiatives and building their professional network with professionals already working within the football industry. A comprehensive coach education

programme is offered to all students on the Football Development and Coaching programme in order to provide a unique selling point in comparison to our competitors, but perhaps more importantly, permit programme staff to explicitly link theory to real-life practice and enhance employability. This is linked to some wider football coaching projects that the University undertakes (programme staff successfully applied for funds from the FA and BUCS in 2013/14 in order for the University to be known as an 'FA Young Coach Development Centre'). Students have access to subsidised National Governing Body coaching qualifications. All students will have the opportunity to achieve FA Level 1, FA Level 2, FA Youth Award Module 1, FA Youth Award Module 2, FA Futsal Level 1, and ISSA Street Soccer Level 1, or equivalent, following the FA's coach education review. These opportunities are seen as enhancement activities and will take place outside of core module delivery, potentially off-site at weeks/weekends in partnership with Devon FA. The FDC students also have the opportunity to achieve the Level 3 AfPE qualification 'supporting delivery of P.E and School sport' that is integrated into the programme.

Football Development practitioners are at the centre of developments in elite football, mass participation, or football for wider social policy objectives. The Football Development and Coaching programme develops the students' appreciation of the contested nature of the subject. To ensure they have a sound level of knowledge and understanding of the underlying concepts, theories, principles and cultural contexts of football development. It supports students to develop higher level skills and to become critically reflective thinkers through the development of their intellectual and practical skills in applied aspects of football development and coaching. The Football Development and Coaching programme encourage increasing independence in learning in applied work-based and practical settings through the stages of the programme. The programme aims to foster a culture of continued personal and professional reflection to support career development planning.

The programme aims to develop individuals with a strong theoretical and practical understanding of football development to enhance 'professionalism' within the sector. The successful completion of the programme will give the graduate the skills necessary to work within the football development sectors and opportunities to continue to study at postgraduate levels.

In recent years football has achieved a much higher profile than ever before, as Government pursued a national policy agenda that aimed to achieve increases in mass participation, improved

competitive sports structures, international success, hosting mega events, such as the London 2012 Olympics, and using sport to support a cross cutting social inclusion agenda. Additionally, issues with the global governance of football provide opportunities to consider ethical and financial issues.

The commercial success of the English Premier League has seen a dramatic increase investment in football related sport development interventions across that have focused on the development of the game as well as seeing a rise in football development initiatives with broader social objectives across the public, commercial and voluntary sectors. This can be related to national and international development issues including social exclusion, poor health; high levels of crime and drug use; community regeneration, poor educational achievement, social cohesion and conflict resolution. The programmes partner, Plymouth Argyle Community Trust are actively engaged in managing initiatives that focus on wider cross cutting social issues related to education, health and social cohesion. The football club are also actively engaged with mass participation initiatives in schools and the development of talent players for their first team, alongside inclusive competitive provision for women, girls and players with disabilities. Football Clubs provide a microcosm for the key themes in football development considered academically and within an applied context through the BA Football Development programme.

4. Programme Aims

The Programmes aims to:

- Develop students' critical thought, intellectual reasoning and practical competence for application to diverse settings.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific programme aims:

- To develop a critical understanding of the concepts, theories, principles and practices related to Football Development and Coaching
 - To develop a critical awareness and insight of the policies, planning, and management in a variety of contexts across the football industry.
 - To enhance employability with the development of a range of skills and attributes relevant to football development and coaching.
 - To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities within the football industry.
 - To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.
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5. Programme Learning Outcomes

Knowledge & understanding:

By the end of the programme all students should be able to:-

1. Demonstrate a comprehensive understanding of the concepts, theories, political contexts and issues related to Football Development and Coaching;
2. Demonstrate a critical understanding of the processes involved in the facilitation of Football Development in a variety of settings ranging from local to international;
3. Critically plan, deliver, and evaluate applied practice pertinent to football development and coaching populations and settings;
4. Demonstrate an ability to apply and interpret the findings of research to Football Development and Coaching;
5. Appreciate and demonstrate an understanding of the moral, ethical, educational and governance issues which underpin professional practice in football development and coaching;

Intellectual skills:

By the end of the programme all students should be able to:-

6. Critically assess and evaluate evidence to develop reasoned and informed argument;
7. Describe, analyse and interpret data using a variety of appropriate techniques;
8. Use and interpret knowledge and information to solve problems in theoretical and practical contexts;

9. Research and critically evaluate theories, principles and concepts in football development and coaching with minimal supervision;
10. Apply existing theories, concepts and techniques to solve new problems;
11. Take responsibility for their learning and continuing professional development.

Practical skills:

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

12. Demonstrate safe and effective practice in a variety of Football Development settings; to include risk assessment and the identification of emergency procedures;
13. Demonstrate technical proficiency and analysis across a range of practical contexts, in Football Development and Coaching;
14. Undertake appropriate needs analysis to inform the design of physical activity sessions pertinent to football development populations;
15. Demonstrate competence in the ability to communicate ideas, concepts and disseminate good practice.

Transferable / key skills:

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

16. The ability to communicate effectively in a variety of forms;
17. The ability to communicate critically reflect and evaluate personal strengths and weaknesses;
18. The ability to communicate work effectively as a member of a team and take responsibility for leadership where appropriate;
19. The ability to communicate select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets, and performance analysis software packages;
20. The ability to communicate select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving;
21. Confidence to challenge received opinion and debate in a professional manner.

6. Learning and Teaching Methods

6.1 Learning Enhancement

The BA (Hons) Football Development & Coaching programme adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of football development and coaching professional practice.

Practical modules carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective Module Leaders and Lecturers.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course will employ a variety of approaches, such as field trips, guest speakers, course conferences and applied practice with industry, event management, project work, industry placements, promoting voluntary placements, and access to and promotion of industry qualifications. An annual Sport Development Awards night recognises and celebrates good practice. The activities and events across the programme are to be captured via a digital Sport Development Event calendar (following a successful Teaching and Learning Award) so students have visibility and overview of learning opportunities that are integrated in their

programme, but decoupled from modules and years to allow students to continue to access a wide range of learning opportunities.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.
Computer based learning / E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Crit / Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
Critical reflection:	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed Study and reading	Specific reading task set by the lecturer for students.
Electronic material	This includes Moodle based exercises and other software
Field work	Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room
Group discussions	A focus groupwork together to discuss opinions and gauge their responses to specific stimuli.
Guest speaker	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.

Independent learning/directed self-study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures/whole group lecturers	Subject introduced and delivered by the teacher in a specific time which transmits information
Observation (methods)	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer group study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and professional development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical sessions (including Field and Laboratory based investigations)	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
Presentations	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Seminar groups	These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.
Student-led presentations	Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.

Video viewing and analysis	Students view instructional/educational videos for academic content
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
Work based tasks	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6.2 E-Learning

The team recognises the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team are developing a digital Sport Development event calendar to support students' experience by making available key programme events and activities within modules available to all students across the three years of the programme and this is extended to provide further enhancement for the BA Football Development and Coaching students. For example learning enhancement activities such as course conferences and field trips will be publicised in an annual calendar and available to all students. The programme also has a twitter feed that encourages dissemination of practical Football Development and Coaching information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy of Football Development and Coaching programme uses a range of assessment methods that incorporate the formative and summative achievement of learning outcomes.

Achievement of learning outcomes is formative through responses to assessment orientated activities in lectures, seminars and applied activities. Students are required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated in module guides and incorporated into assignment marking criteria to guide the student. Following feedback from the External Examiner, Marking Frameworks are made available to students so there is transparency in the marking criteria and processes and student are clear how their assessment grades are marked and how to improve their assessed work by learning to respond to the assessment criteria.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills; as well as providing opportunities to foster key and transferable skills.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will potentially avoid the temptation for plagiarism within formative and summative assessment and will support assessment against the academic criteria. The university uses Turnitin electronic assessment submission, this allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly, which was not always achieved via handwritten assessment forms.

7.1 Glossary of terms:

Application and interview: An assessment whereby students go through the process of applying for a job and are subsequently interviewed.

Assignment: An extended piece of written work, which includes research and/or own reflective practice.

Case study: An analysis of a real-life example within the field.

Critical Review/literature review: A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.

Essay: A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.

Evaluation/Evaluative Report: An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of a placement, event, work experience etc.

Examination: Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

Fieldwork: Assessment based on practical work, which can take a variety of different forms according to the module.

Honors Project: An in-depth independent study of 10,000 words, or equivalent, chosen by the student.

Online Assessment: Undertaking a task or series of tasks using a computer which may be time- constrained and may employ adaptive technologies.

Oral Presentation: A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.

Peer evaluation: A form of assessment in which assessments by the students are made of each other and which contribute towards the module grade.

Portfolio / E-Portfolio / Resource File:/Reflective Portfolio: A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievement.

Poster Presentation: Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defense of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills.

Practical Assessment: Practical performance measured against set criteria using recognised guidelines or national awards.

Reflective journal: An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.

Report: A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.

Research proposal: A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

The Football Development and Coaching programme provides extensive opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain new skills and experiences that will enhance their future employability. Students will have structured work experience opportunities and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest. The relationship with Plymouth Argyle provides specific access to a professional football club.

All students that are engaged in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year. Students work within a football organisation which aligns to their area of interest and future career aspirations. Students have the option to take either the Placement Learning Module, or the Sport Event Management Module, (which engages with real life football events in the sports industry), but not both, to achieve the Work-based element of their programme.

Students engage with industry at several points throughout their programme, through applied projects and event management and in practical delivery and coaching. The programme is strongly vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the sports industry, and more specifically the football industry, is integral to the programme and the breath of the sporting landscape and employment opportunities becomes apparent to students. The programme has strong industry links via its Alumni and the relationship with the Plymouth Argyle Community Trust. Alumni case studies provide clear links to career progression for current students.

10. Programme Structure

BA (Hons) Degree Football Development and Coaching

Module Code ¹	Module Title	Credits	Assessment			Semester	C/O*	Non-condonable#
			%age Course work	%age Written exam	%age Practical exam			
FDVC90	Engaging with Learning: Football Development & Coaching	20	100			X	C	
SCOC01	Coaching and Teaching: Process & Practice	20	50		50	X	C	
SPDC10	Foundations in Sport Development	20	100			A	C	
SPDC11	An Introduction to Sport Management	20	50	50		A	C	
FDVC01	Football in the Community	20	50	50		B	C	
SCOC04	An Introduction to Analysis in Sport Coaching	20	100			B	C	

¹ a definitive module descriptor is required for each module

Level 5	FDVD90	Work-based Learning: Football Development & Coaching	20	100			X	O*	√
	SPDD24	Sports Event Management	20	70		30	X	O*	√
	SPDD25	Research Methods	20	100			X	C	
	SPDD20	Sport Policy and Governance	20	50	50		A	O	
	SPDD21	Sport and Education	20	100			A	O	
	SPDD22	Sport Marketing	20	100			A	C	
	SCOD01	Practical Aspects of Performance Analysis in Sport	20	100			A	O	
	SCOD03	Applied Sport Science for Sport and Physical Education	20	100			B	O	
	SCOD04	Coaching Theory & Practice	20	60		40	B	C	
	SPDD23	Inclusion in Sport	20	70		30	B	O	
	SHSDIM	Independent Study	20	100			B	O	
Level 6	SHSHP1	Honors Project	40	100			X	C	√
	SPDH10	Strategic Sport Development +	20	100			A	O	
	SPDH14	Sport and Excellence +	20	50	50		A	O	
	PSEH01	Pedagogy in Practice	20	30	50	20	A	O	
	SCOH02	Performance Coaching	20	40		60	A	O	
	SPDH12	Graduate Employability in Sport ++	20	100			B	O	
	SPDH13	Sport and Disability ++	20	100			B	O	
	SPDH11	Sport in Society ++	20	100			B	O	
	SCOH04	Advanced Analysis for Coaching \$	20	100			B	O	
	SCOH05	Coaching Children in Sport \$	20	60		40	B	O	
	SHSHIM	Independent Study	20	100			W	O	

Key:

- ^ For modules delivered by semester:
- A or B = Semester A or B
 - X = modules delivered across Semesters A and B
 - W = modules offered in either Semester A or B
- * C = compulsory; O = optional
- # √ indicates that the module is non-condonable on this programme.

+ Students must take at least one of SPDH10 or SPDH14 – they may take both

++ Students must take at least one of SPDH12, SPDH13 or SPDH11

\$ students must take either SCOH04 or SCOH05

11. Academic Progression Opportunities

Students with a will have the opportunity to pursue postgraduate education. Students may access University of St Mark and St John Post Graduate Certificate in Education with a specialism in Primary or Secondary school; Masters level study; or MRes or PhD studentships. Students on sports courses have historically gone on to higher level study, notably teaching training, with other providers. Increasingly Football Community Trusts are employing qualified teachers as part of their staffing structures to support educational programmes. Students will be made aware that post graduate progression is available within the context of lifelong learning and long term relationships with the Alumni often results in further study in the future.

12. Employability and Career Progression Opportunities

The Football Development and Coaching Programme is uniquely positioned to provide excellent employability opportunities to graduates for the football industry. The nature of the Football Development and Coaching degree considers the breath of the diverse sporting landscape, focused specifically upon football, within the UK and beyond within the public, private and voluntary sectors. The programme provides a breadth of opportunity to study football whilst allowing students to follow their own interests through applied projects, placement and research. This breadth creates employment opportunities upon graduation and also opportunities for students to utilise their degree in the long term as their careers develop.

There is a range of career progression and employability opportunities available for graduates of the FDC programme. The programme prepares students for postgraduate level study and can provide some preparation for those wishing to progress onto teacher training or Masters programmes. There are a variety of immediate employment opportunities following graduation including, Football Development Officers, working for Local Authorities, National Governing Bodies, Professional Football Clubs, and Professional Football Clubs charitable Trusts. Increasingly Football Clubs are setting up charitable Trust that are playing key roles in the delivering sport for sport sake, and wider cross cutting processes. Students on the programme will be able to seek employment as a football coach, and will be able to achieve NGB coaching qualifications, built into the programme alongside their degree studies.

The BA Football Development and Coaching degree has been design to respond to sector specific demands and also considers the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills'. As such the students on the degree will develop employability skills in 4 ways:

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), accredited modules, industry conferences)
- Additional on /off campus activities (summer experiences, enterprise and entrepreneurship, volunteering, practical delivery, event management)
- Work placements / industry events
- Careers advice and industry style job interviews

The integration of employability skills into the curriculum has been ensured by considering the alignment of module content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- literacy and numeracy

- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully
- Responding to challenges

13. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance.

The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

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

Student support and guidance is further promoted by the following:

- A Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides

- The Chaplaincy Centre which is at the heart of the University and is used for gathering, quiet reflection and prayer.
- On-campus Nursery provision

The Personal Development Tutor is a key relationship to support students. Personal Development Tutors are allocated to new students at induction and maintain a consistent relationship at all levels of the programme. Students then have regular meeting to discuss personal, academic, and career aspects of their university experience. The Personal Development Tutor is a key supportive relationship with students. Personal Development Tutors are lecturing staff from the programme team so this fosters positive working relationships and personalised support either directly or via sing-posting to support opportunities highlighted above.

14. Student Feedback Mechanisms

The lecturing team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via Learning Space and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The Programme Team, and in particular the PAL use social media to engage with students online. This includes publicly visible information via a Facebook page and Twitter Feeds and via 'Private' groups, such as the Sport Development Awards night group, or student instigated groups so support students and communicate via a more informal platform.

- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

15. Other Stakeholder Feedback

Employers and applied practice partners feedback via modules. For example the placement providers on work based learning provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams. Formal Partners Plymouth Argyle feedback via formal and informal channels. The partnership arrangement with Plymouth Argyle fosters continuous dialogue through module teaching and across the programme more generally.

Graduates (Alumni) remain connected via the social media platforms in the absence of a coordinated university wide strategy. The programme Alumni contribute with placements, events, field trips and lecture contributions which ensures industry connections and engagement. A key Sport Development Alumni now works in a senior role at Plymouth Argyle Football Club. A number of University of St Mark and St John sports graduates work within Argyle's Football in the Community Trust.

16. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback

mechanisms at both modular and the programme level reported formally through the annual reporting cycle.

17. Key Information Set (KIS) Data

Appendix 1 Learning Outcomes Mapping Matrix: BA (Hons) Football Development and Coaching

	Module	Knowledge & Understanding					Intellectual Skills						Practical Skills					Transferable / Key Skills				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	FDVC90				*	*	*	*				*				*	*	*		*		*
	SCOC01	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*
	SPDC10	*	*			*	*		*	*	*					*	*			*		*
	SPDC11	*	*		*	*	*			*						*	*			*		
	SCOC04			*		*	*	*	*	*			*	*		*	*			*	*	*
	FDVC01	*	*		*	*	*	*	*	*	*					*	*			*		
	FDVD90			*		*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
	SPDD24	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	SPDD25				*		*		*	*	*		*			*			*	*	*	
	SPDD20	*	*		*		*		*	*	*					*	*			*		*
	SCOD04		*	*		*	*	*	*	*		*	*	*		*	*	*	*	*	*	*
	SPDD21	*	*			*	*		*	*	*		*		*	*	*			*	*	*

SPDD22	*	*	*	*		*			*	*					*	*		*	*	*	
SPDD23	*	*			*	*			*	*		*			*	*			*		*
SCOD01	*			*		*	*	*	*	*	*				*	*	*		*		
SCOD03	*	*				*	*	*	*	*	*				*	*			*	*	*
SCOD04		*	*		*	*	*	*	*		*	*	*		*	*	*	*	*	*	*
SHSDIM				*		*			*	*	*	*			*	*			*		*
SHSHP1	*			*	*	*	*		*	*	*	*			*	*			*	*	*
SPDH10	*	*		*		*		*	*	*					*	*		*	*		*
SPDH11	*	*		*	*	*			*	*					*	*			*		*
SPDH12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
SPDH13	*	*	*		*	*		*	*	*	*	*	*		*	*			*	*	*
SPDH14	*	*		*		*			*	*					*	*			*		*
PSEH01	*		*		*	*		*	*	*	*	*	*		*	*	*	*	*		*
SCOH02		*	*		*	*		*	*	*	*	*	*		*	*		*	*	*	*
SCOH04			*			*			*	*		*	*		*	*			*		*
SCOH05	*		*		*	*		*	*	*	*	*	*	*	*	*		*	*		*
SHSHIM				*		*			*	*	*	*				*			*		*

Appendix 2

Programme Level Descriptors

(utilising University generic level descriptors but reflecting disciplinary requirements)

CREDIT LEVEL 4 (Certificate)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none">- factual and/or conceptual knowledge and understanding of key concepts and principles related to football development and coaching- an awareness of ethical issues in relation to football development and coaching
Intellectual skills	<ul style="list-style-type: none">- the ability to analyse using given principles;- the ability to synthesise ideas and information in a predictable and standard format;- the ability to evaluate the reliability of data using defined techniques and/or tutor guidance;- the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of issues.
Practical skills	<ul style="list-style-type: none">- the ability to utilise a range of practices related to football development and coaching- the ability to act with limited autonomy, under direction or supervision in the football development and coaching related context

Transferable/key skills	<ul style="list-style-type: none"> - the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources; - the ability to evaluate their own strengths and weaknesses within criteria largely set by others; - responsibility for their own learning with appropriate support; - the ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise manner; - the ability to apply tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline.
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CREDIT LEVEL 5 (Intermediate)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none"> - detailed knowledge of theories concepts and issues underpinning and related to football development and coaching - an awareness of wider social and environmental implications of football development and coaching - an ability to debate issues in relation to more general ethical perspectives.
Intellectual skills	<ul style="list-style-type: none"> - the ability to analyse a range of information with minimum guidance using given principles to compare alternative methods

	<p>and techniques for obtaining data/information;</p> <ul style="list-style-type: none"> - the ability to reformat a range of ideas and information towards a given purpose; - the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.
Transferable/key skills	<ul style="list-style-type: none"> - the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate; - the ability to manage learning using resources relevant to the discipline; - a professional working relationships with others; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement; - the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear and concise manner; - the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.

CREDIT LEVEL 6 (Honors)	Students awarded a qualification at this level will have demonstrated:
Knowledge and understanding	<ul style="list-style-type: none"> - comprehensive/detailed in depth knowledge of football development and coaching principles, issues and policies - an awareness of personal responsibility and professional codes of conduct in relation to specific ethical perspectives
Intellectual skills	<ul style="list-style-type: none"> - the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject; - the ability to evaluate data and concepts towards a given purpose and design training, with minimum supervision; - the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for contradictions;
	<ul style="list-style-type: none"> - confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.
Practical skills	<ul style="list-style-type: none"> - the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines whilst engaging in practical contexts

Transferable / key skills	<ul style="list-style-type: none"> - the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict; - the ability to manage own learning using full range of resources relevant to the discipline; - the ability to work professionally within the discipline; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action; - the ability to seek and make use of feedback; - the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports; - confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.
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