



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	BA (Hons)
<b>1.5 FHEQ Level:</b>	4, 5 and 6
<b>1.6 Programme Title:</b>	Football Coaching and Development
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Sport, Exercise & Rehabilitation
<b>1.9 HECoS Code:</b>	100095
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 UCAS Code(s):</b>	S3H6
<b>1.12 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.13 Accrediting Professional Body/PSRB:</b>	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Events, Hospitality, Leisure, Sport and Tourism, 2019
<b>1.15 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; Advance HE (former HEA) Employability Framework
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	Work-based learning takes place within modules at Level 5 FDVED51 Engaging in Employability: Football Coaching and Development FDVD52 Practical Football Development. Work-based learning approaches are embedded throughout the programme through University-employer partnerships, specially through the formal arrangements with Argyle Community Trust and collaborations including guest speakers, field trips, placements, projects and events.

<b>1.18 Foundation Degree Progression Routes:</b>	FdA Football Coaching and Development Applications for direct entry study can be made to year 3
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	January 2021
<b>1.21 Date of Commencement:</b>	September 2021
<b>1.22 Review Date:</b>	August 2027

## 2. Programme Outline

Football has held a unique position within sporting and cultural landscapes in the UK and beyond being a truly global game. The football industry is of global significance as demonstrated by four year cycle of ‘mega events’ such as the FIFA Football World Cup and UEFA European Football Championships, through to annual UEFA Champions League and English Premier League and English Football Leagues. It is evident that football has become a significant global, dynamic, and complicated industry in its own right. Football 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 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 BA (Hons) Football Coaching and Development degree is aimed at people who are passionate about football. The Football Coaching & Development programme will see students embarking upon a programme of learning that will cover two integral topics of ‘coaching’ and ‘development’ within football. The programme seeks to develop knowledge, understanding and experience in coaching football for a variety of populations and environments to develop high quality experiences for players and participants throughout the football pathway. Coaching-focused modules will address issues relating to the education and development of coaches and their practices, to include analysis of the coach and participants.

Students will deepen their understanding of good practice in the development and management of football development organisations and initiatives. Development issues will include the wider governance and management of the game in addition to an understanding and appreciation of underrepresented groups, and innovative ways to promote the football, and its benefits, to a wider audience. The programme promotes equality of opportunity through an inclusive agenda of ‘football for all’, ultimately resulting in more people benefiting from positive experiences and outcomes through football.

The programme is commensurate with current government thinking around the impact of sport which looks beyond simple participation in sport, but to rather use sport to changes lives as a force for social good and using the power of football to benefit the health of the nation, lower crime, improve education and support lifelong physical activity. This is aligned with what is arguably considered to be the very ethos community football development work of organisations like Argyle Community Trust who harness the power of football for community development and wider societal benefit.

The Football Coaching & Development programme provides a framework for academic study alongside applied practical delivery and work-based learning. Our long-standing and deep formal partnership with Argyle Community Trust enables the programme to have a strong vocational focus, which will enable these learners to develop critical thinking, independence, and industry connections and networks to enhance employment skills to compliment any theoretical

background to key topics. The University and programme team have well-established partnerships with a diverse range of organisations, including professional and amateur football clubs, the FA, and commercial and charitable organisations. By the end of the programme, graduates will be ready to embark upon a career in a multitude of football environments.

The programme team have research expertise in Higher Education student experiences and have supported the development of sector professional occupational standards in the sector through the Chartered Institute for the Management of Sport and Physical Activity. Staff have expertise through working with The Football Association in leading and delivering coach education and mentoring for coaches. Staff are actively involved in football coaching through grass roots to performance football. Staff on the programme are engaged with applied research in community football development, pedagogical research in coaching, and relationship dynamics in academy football.

## **2.1 Integrating Sustainability into the Curriculum**

### **Defining Sustainability**

Although sustainability and sustainable development has various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’

### **Education for Sustainable Development**

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- Global citizenship
- Environmental stewardship
- Social justice, ethics, and wellbeing
- The consequences of actions / future thinking

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable practices aligned to Football Coaching and Development and the sector landscape. This will be enhanced by teaching and learning activities such as: Visiting lecturers with subject specific sustainability knowledge, work-based learning with the Corporate Social Responsibility arm of organisations, and reflection on business values.

The programme is designed to be resource efficient whilst providing a strong academic and industry education for students. The programme is designed to utilise modules from the School of Sport, Health and Wellbeing, which are shared across programmes so that classes are resource efficient and highly effective to enhance the student experience through a cross-pollination of ideas, experiences and opportunities across the programme teams and staff expertise.

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of football coaching and development and

coaching and are particularly addressed within the modules SDC52, SMBC01, FDVC54, SDED53 and SDEH54. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment using e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

### **3. Distinctive Features**

#### **3.1 Industry Partnerships**

The special feature of the programme and unique selling point is that Argyle 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. The programme also has a partnership agreement with Devon FA and the University has agreements with Plymouth Argyle Ladies Football Club, Plymouth Argyle Football Club and The Football Association through the Women's High Performance Football centre.

#### **3.2 Coach Education**

Football Coaching and Development students are encouraged to access a comprehensive coach education programme. Indicative courses include: FA Introduction to Coaching Football, UEFA C, UEFA B. Students who complete the Introduction to Coaching Football will also complete FA Emergency First Aid and FA Safeguarding and Child Protection Awards.

Students also benefit from taking the 1st4Sport Level 2 multi-skills Award which is embedded in the Immersive 1<sup>st</sup> year module and runs throughout the first academic year where this creates a significant practical elements that spans from the immersive module into semester B Coaching for Football and Physical Activity.

#### **3.3 Accreditation and Endorsement**

The programme is designed to achieve sector specific endorsement of the Assistant Coach and Coach professional standards through the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This accreditation ensures that the programme is aligned to industry best practice and with sector and employer expectations meaning students will have bespoke football qualifications and more widely recognised endorsement of their coaching practice. The University, students and sector employers will recognise the benefits of endorsement benefits long after graduation (see section 10 accreditation). Marjon have been at the forefront of the CIMSPA HE endorsement process as a founding member of the CIMSPA HE group to ensure our students are recognised as achieving industry best practice.

## 4. Programme Aims

### General Programme Aims:

- 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 academic and applied industry skills.

### Specific Programme Aims:

- To develop a critical understanding of the concepts, theories and principles related to football coaching and development.
- To develop a critical awareness and insight of the application of football coaching processes involved across diverse groups and settings.
- To enhance employability with the development of a range of skills and attributes relevant to football specific standards in coach education and to the wider sport and physical activity sector aligned to CIMSPA professional occupational standards in Coaching.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities in real-world football environments.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.
- To ensure students are aware of issues of equality and diversity to that their practices are inclusive to bring the benefits of football to all groups in society.

## 5. Programme Learning Outcomes

### Knowledge & understanding:

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

1. A comprehensive understanding of the concepts, theories and applied issues related to football coaching and development.
2. A comprehensive understanding of the processes involved in football coaching and development working through equality and inclusion issues to maximise the positive outcomes from football to diverse populations in a variety of settings.
3. The ability to critically analyse applied practice in coaching using innovative approaches to holistic player development, that take account of client and stakeholder perspectives.
4. A comprehensive understanding of good practice, taking account of moral, ethical, reflective and inclusive practice, which underpin professional practice in sport.

### Intellectual skills:

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

5. The ability to critically review, synthesise and evaluate relevant and appropriate academic and industry literature in the context of football coaching and development.
6. The ability to assess and evaluate evidence to develop reasoned and informed argument.
7. A critical ability to use and interpret knowledge and information to solve problems in theoretical, operational, and practical contexts to football coaching and development.

8. Confidence and flexibility to apply research methodologies and interpret the findings of research to football coaching and development.

### **Practical skills:**

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

9. The ability to plan, deliver and evaluate inclusive and effective football coaching interventions taking account of the diverse needs of customers, clients and stakeholders across diverse sport sector settings.
10. The ability to act autonomously and apply a holistic approach to player and team development to support participants in a range of practical contexts.
11. The ability to critically select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
12. The ability to operate in complex and unpredictable scenarios and lead and manage real-world football projects.

### **Transferable / key skills:**

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

13. The ability to select, manage, articulate and explain information through verbal and non-verbal formats appropriate to variety of audiences.
14. The ability to work professionally and communicate and collaborate effectively as a member of a team and take responsibility for leadership where appropriate.
15. The ability to work independently, to reflect and evaluate personal strengths and weaknesses in knowledge, skills and experience related to football coaching and development environments and take responsibility for continuous professional development.
16. The ability to select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets and other software packages.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
19. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

## **6. Learning and Teaching Methods**

The programme uses a variety of learning and teaching approaches. Students engage with more traditional higher education approaches such as Lectures, Seminars and Tutorials which are designed to engage students with academic and industry aligned learning. Students also learn through teaching approaches that encourage applied learning through planning, delivering and evaluating practical elements of the programme, such as football coaching, industry placement, football event delivery and collaboration with industry professionals working with 'real-world' clients and participants.

<b>Method</b>	<b>Description</b>
Blended Learning	Learning which is blended between face-to-face classroom delivery and which takes place online through the VLE, or online teaching session (lectures or seminars) or through independent study.
(Lead) Lectures	Subject introduced and delivered by the lecturer in a specific time which transmits information. These can be face-to-face, online, or pre-recorded.
Case studies	An in-depth exploration of specific issue(s) taking account of their context based on a 'real-life' situation in a practical field. Case-studies can be direct first-person experiences, or studying a 'real-life' case as a third party.
Coaching / Practical Coaching / Practical activities	Students are engaged in practice, practical, or applied experiences and coaching.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Field Trip / Offsite visits	Students engage with an off-site visit and experiences through field work.
Formal coach/leader education	Certificated coaching / activity leadership education.
Independent Study/Directed Study and Reading	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as specific reading or reading lists or and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Group discussions/ Peer Group Study	Focussed group work to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts and within and beyond formal classes.
Practical projects	Student activity e.g. learning a skill or group work. This can also project delivery or events in the local community or with local sports organisations.
Peer support through communities of practice	Students will discuss the notion of Communities of Practice as a mechanism for informal learning and support and in groups support each other's reflection and learning through group discussion of shared practical learning activities.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.
Seminar	A larger group of people (e.g. 12-20) following up something that has already been introduced on the course. Often involves relevant reading followed by discussion/group tasks. Seminars can be located face-to-face in classrooms or online.

Guest Lectures/ Guest speakers/ Presentations	Using specialists from the football industry or wider sports sectors to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience.
Tutorials (One-to-on Tutorials)	One-to-one support/teaching usually for counselling purposes based on the learners' work, research, pastoral needs or personal/career development.
Work-based learning	A work-based learning placement in a football related organisation, where students engage with industry professionals in a football coaching / development environment. Work-based learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a football industry operational setting.
Industry Simulation	Industry Simulation is used in exceptional circumstance (such as Covid-19) where it was not possible for students to engage in full work-based learning (above). Industry simulation uses examples from practice or case studies that aligns to a specific placement organisation.
Community/work-based placement	A applied placement in a community setting or professional organisation where student undertake work-based learning to learners to develop and apply what they have learnt directly with clients/participants.
Virtual learning environment	A software system designed to support learning and personal and professional development in an educational setting. A variety of innovative reusable and blended learning materials can be utilised through this medium. Students are supported through the Futures (Employability Team) and Digital Innovation Team (E-learning specialists).

## 6.1 e-Learning

Members of the subject team all utilise the Marjon VLE as a mechanism to provide a variety of e-learning opportunities to students. This includes, online-team through MS Teams, lecture capture, lecture and seminar materials, e-journals, e-books, online class tests, and news forums. Teaching examples include the use of MS Teams, edublogs to review placement experiences, on-line assessments, and the provision of podcasts, discussion forums and reusable learning objects. An e-Learning platform Abintegro Career Centre – branded at Marjon as 'Futures Career and Employability' is embedded into the programme and offers students lots of opportunities to engage with web-based digital information, advice and guidance to support the work of the Futures team and wider Marjon community. Futures online provides key tools such CV 360, Interview 360 and Job Tracker, practice digital interviews, and undertake a plethora of online employment related diagnostic and development activities. Futures are embedded within the first year immersive module that covers aspects of career planning, the second year 'industry placement' and the 3<sup>rd</sup> Year Graduate Employability module.

The use and deployment of e-resources in delivery of the Football Coaching and Development programme is crucial to maintain professional standards and allow the dissemination of information between students, academics and guest practitioners whose material can be stored and distributed on the VLE repository. Students within the Football Coaching and Development

programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience in order to develop applied skills and to communicate their experiences to future employers via appropriate social media platforms.

## 7. Modes of Assessment

The assessment strategy of the programme includes 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 practical 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 on the VLE. Students are provided with assignment guidance and Marking Frameworks are made available so there is transparency in the marking criteria, so students have a clear understanding how to achieve higher grades, why they achieved the grade they did, and how they can aim to improve current and future assignments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding, professional, practical skills and transferable skills. Students are encouraged to reflect on their own practice within assignments and take responsibility for continuous improvement in their learning journey through HE and onto professional practice. 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.

Method	Description
Business Plan (OADH05)  Individual or Group	Business plans produced, through presentation and traditional in report form and visual using the Business Model Canvas template. Formative feedback will be provided when Business Plans are in draft stages. Business plans are used for both group and individual assessments.
Case-study	A detailed investigation into a specific issue or organisation that allows for deeper understanding of contextual and specific knowledge. Cases can be considered in line with academic and theoretical knowledge or industry practice to identify good practice and areas for development.
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 football coaching and development question based on synthesis and analysis.

<p>Practical project delivery (FDVD52) Group Presentation – Project Planning</p> <p>Project Delivery and reflection</p>	<p>Group practical, with professional assessment of execution of project or event. Through group work, students will work in partnership to plan and deliver a football project or event in collaboration with an industry partner.</p> <p>Students are also assessed on their ability to plan for the project, and then deliver and reflect on their learning experience through the event planning, delivery and evaluation stages of the project cycle.</p>
<p>Football coaching project (FDVD53)</p>	<p>There are three aspects to this project:</p> <ol style="list-style-type: none"> <li>1. Practical coaching in a real setting (e.g. with a community club)</li> <li>2. A document which evidences your completion of tasks and evidence of the Learning Outcomes</li> <li>3. A presentation to peers to showcase your project</li> </ol>
<p>Online in class test (multi choice) SBMC01</p>	<p>Students are examined on Sport Management principles under exam conditions through an in-class test and are given multiple-choices of answers to set questions to test knowledge and understanding.</p>
<p>Job Application Pack (Letter, CV, Interview and Presentation)</p>	<p>An assessment whereby students go through the process of applying for a job and demonstrating how they apply appropriate sport development and coaching skills and professional experiences to an applied role. Students are interviewed and assessed by subject academics and sports industry partners.</p>
<p>Portfolio FDVC51: Introduction to Sport Development and Coaching</p>	<p>There are three aspects of the portfolio.</p> <ol style="list-style-type: none"> <li>1. Evidence of study skills and employability related tasks and activities.</li> <li>2. Paired presentation</li> <li>3. 500 word essay</li> </ol>
<p>Portfolio SBMC01: Introduction to the Management of Sport</p>	<p>A portfolio of engagement with class related tasks and independent tasks related to the applied practice of Sport Management principles and practices.</p>
<p>Portfolio: FDVC54 Football in the Community</p>	<p>Portfolio based upon engagement in session content on inclusive practice and engagement with industry professionals.</p>
<p>Portfolio: FDVC52 Coaching for Football and Physical Activity</p>	<p>Portfolio - A short essay of favourite games played in childhood and how this can link to coaching. A series of session plans delivered to peers and a short presentation to explain the planning process.</p>

<p>FDVD51: Engaging in Employability: Football Coaching and Development. Portfolio 1 Practical</p> <p>Portfolio 2: Reflective</p>	<p>A resource folder containing a collection of evidence of practice associated to the specific discipline or experience in football coaching and development. This is completed online via project work, feedback from organisation, a weekly blog, hour's sheets/logs, and their checklist of tasks against their placement learning objectives. Employer feedback will contribute to the assessed grade to get a real-life industry-assessment of student practice.</p> <p>Portfolios enable students to capture practical and industry related experience and practices and to reflect upon and evaluate their current and future learning in relation to these. Students complete a reflective piece based on their placement experience, engaging in reflection and critique their application of football coaching and development experiences in relation to their own personal journeys and gradueness/employability.</p>
<p>Portfolio Report SDEH54: Graduate Employability in Sport</p>	<p>A report of evidence and reflection of employability related tasks, engagement with industry professionals, and employment related research into sports organisations to provide support information for the job application process.</p>
<p>Presentation (Individual or Group)</p>	<p>A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic in sport business management either as an individual or in small groups.</p>
<p>Practical (Coaching) Session</p>	<p>Planning, delivery and evaluation of football coaching delivery. Practical performance measured against set criteria using recognised guidelines or national awards. Coaching takes planning, delivery and evaluation takes account of clients and context.</p>
<p>Practical: SDED53 Inclusion in Sport and Physical Activity</p>	<p>Practical: a. assessment of group performance in organisation and delivery of inclusive session in adapted activity, b. individual reflection on the effectiveness of delivery</p>
<p>SDEH51: Inclusive Coaching in Sport &amp; Physical Activity</p> <p>Presentation (practical placement)</p>	<p>Presentation to academic and practical placement host to review practical delivery, learning and reflection.</p>
<p>Honours Project (Coursework)</p>	<p>An in-depth independent study of 7000 words, or equivalent, chosen by the student. This may include a variety of approaches such as a traditional research dissertation or applied work such as consultancy or project work.</p>
<p>Report</p>	<p>A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.</p>

Research proposal	A brief written plan or presentations which indicates clearly and succinctly how the student wishes to proceed in a piece of sports related research.
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## 8. Exemptions to University Regulations

Due to the practical nature of the programme through coaching, applied group work, industry aligned engagement, and presentations, it is not always possible, or desirable, to mark students work anonymously. Module Descriptors indicate which assessments are not marked anonymously. The following modules do not have anonymous marking:

- FDVC51 Engaging with Football Coaching and Development (immersive module)
- SDEC52 Foundations in Sport Development
- FDVC54 Football in the Community
- FDVC52 Coaching for Football and Physical Activity
- FDVD51 Engaging in Employability: Football Coaching and Development
- FDVD52 Practical Football Development
- FDVD53 Principles of Football Coaching
- FDVD54 Developing Players in Football
- SDED53 Inclusion in Sport and Physical Activity
- SDED54 Research and Critical Inquiry in Sport
- SDEH51 Inclusive Coaching in Sport & Physical Activity
- FDVH51 Performance Coaching
- SDEH54 Graduate Employability in Sport
- SHSHP1 Honours Project

## 9. Work-Based Learning/Placement Learning

Work-based learning takes place within modules at Level 5 through a specific industry placement - *FDVD51 Engaging in Employability: Football Coaching and Development*. This is the most significant placement which runs for the whole of year 2 and provides students the opportunity to engage in work-based learning with an employer that matches their applied and career interests. Placements are supported by a University Placement Tutor and Industry Placement mentor. There are numerous additional work-based elements embedded within *FDVD52 Practical Football Development* and *FDVD53 Principles of Football Coaching*, *SDED53 Inclusion in Sport and Physical Activity*, and *FDVD54 Developing players in Football*. At level 6 applied work-based aspects are embedded in *FBSH03 Talent Identification in Football*, and *SDEH51 Inclusive Coaching in Sport and Physical Activity*. Students have the option to take *SDEH54 Graduate Employability in Sport* where they engage with employers through guest workshops. The module is assessed through a job application scenario in collaboration with football and wider sport industry partners.

Work-based learning approaches are embedded throughout the programme through University-employer partnerships, particularly through the formal arrangements with Argyle Community Trust. These collaborations including guest speakers, field trips, coaching opportunities, industry placement, football development projects and events. Through the *Honours Project (SHSHP1)* students may undertake a traditional research dissertation, or complete an applied project, such as football industry consultancy project, or project evaluation, to fulfil the requirements the honours project with support from staff from the School of Sport, Health and Wellbeing.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">FDVC51</a>	Engaging with Football Coaching and Development (immersive module)	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SDEC52</a>	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SBMC01</a>	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
<a href="#">FDVC53</a>	Introduction to Performance Analysis in Football	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">FDVC54</a>	Football in the Community	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">FDVC52</a>	Coaching for Football and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">FDVD51</a>	Engaging in Employability: Football Coaching and Development	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">FDVD52</a>	Practical Football Development	20	30% Coursework 70% Practical	Semester X	Compulsory	Condonable
<a href="#">FDVD53</a>	Principles of Football Coaching	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
<a href="#">SDED53</a>	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
<a href="#">SDED54</a>	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

<a href="#">FDVD54</a>	Developing Players in Football	20	100% Practical	Semester B	Compulsory	Condonable
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### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SHSHP1</a>	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">SDEH51</a>	Inclusive Coaching in Sport & Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
<a href="#">FDVH51</a>	Performance Coaching	20	40% Coursework 60% Practical	Semester B	Compulsory	Condonable
<a href="#">SDEH53</a>	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">SDEH54</a>	Graduate Employability in Sport	20	100% Coursework	Semester B	Optional	Condonable
OAEH06	Entrepreneurship and Small Business Management	20	100% Coursework	Semester B	Optional	Condonable

Key: Semester X = A & B

### Part Time

#### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
FDVC51	Engaging with Football Coaching and Development (immersive module)	20	100% Coursework	Semester X	Compulsory	Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
FDVC52	Coaching for Football and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

#### Level 4 – Year 2

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
SBMC01	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester A	Compulsory	Condonable
FDVC54	Football in the Community	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
FDVC53	Introduction to Performance Analysis in Football	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

### Level 5 – Year 3

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
FDVD52	Practical Football Development	20	30% Coursework 70% Practical	Semester X	Compulsory	Condonable
FDVD53	Principles of Football Coaching	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FDVD54	Developing players in Football	20	100% Practical	Semester B	Compulsory	Condonable

### Level 5 – Year 4

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
SDED53	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FDVD51	Engaging in Employability: Football Development and Coaching	20	100% Coursework	Semester X	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEH51	Inclusive Coaching in Sport & Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Compulsory	Condonable
FDVH51	Performance Coaching	20	40% Coursework 60% Practical	Semester B	Compulsory	Condonable

### Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEH54	Graduate Employability in Sport	20	100% Coursework	Semester B	Optional	Condonable
OAEH06	Entrepreneurship and Small Business Management	20	100% Coursework	Semester B	Optional	Condonable
SHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

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

#### Threads Level 4

Module Code	Module Title	Thread
FDVC51	Engaging with Football Coaching and Development (immersive module)	1 & 7
SDEC52	Foundations in Sport Development	2
SBMC01	Introduction to the Management of Sport	6
FDVC53	Introduction to Performance Analysis in Football	4
FDVC54	Football in the Community	2, 5
FDVC52	Coaching for Football and Physical Activity	3

#### Threads Level 5

Module Code	Module Title	Thread
FDVD51	Engaging in Employability: Football Development and Coaching	2,3, 4, 5(depending on the nature of the work-based learning) & 7
FDVD52	Practical Football Development	2 & 6
FDVD53	Principles of Football Coaching	3
SDED53	Inclusion in Sport and Physical Activity	5
SDED54	Research and Critical Inquiry in Sport	1
FDVD54	Developing players in Football	3 & 4

#### Threads Level 6

Module Code	Module Title	Thread
SHSHP1	Honours Project	1,2,3,4,5,6 (depending upon project focus)
FDVH51	Performance Coaching	3 & 4
SDEH51	Inclusive Coaching in Sport & Physical Activity	2,4 & 5
SDEH53	Leadership, Management and Mentoring in Sport	6
SDEH54	Graduate Employability in Sport	7
OAEH06	Entrepreneurship and Small Business Management	6, 7

- 1: Study skills, research skills/research process
- 2: Football development / sport development
- 3: Football coaching
- 4: Player analysis and development
- 5: Inclusion
- 6: Management and leadership
- 7. Career development and employability

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

The programme is mapped with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Occupational Standard, 'Assistant Coach' and 'Coach'. Upon successful confirmation of CIMSPA's endorsement, students can achieve both the 'Assistant Coach' and 'Coach' criteria through Level 4 and 5 modules. Level 6 modules in coaching are also aligned to further reinforce and strengthen the programme's mapping to CIMSPA endorsement criteria.

Industry alignment and accreditation ensures that students who successfully complete the programme can demonstrate to employers that they meet the industry recognised criteria from the Chartered Institute for the Management of Sport and Physical Activity and demonstrate occupational competence for the sport sector beyond their National Governing Body football qualifications.

CIMSPA endorsement therefore improves students' employability as the sector moves towards employing industry professionals with qualifications that meet the national occupational standards of the chartered institute. The students that take the degree programme in football coaching and development will be one of a limited number of graduates who hold 'Assistant Coach' and 'Coach' mapped to a Level 6 (Honours Level) football qualification. CIMSPA costs are embedded into the programme and there are no additional costs to students. The assessments are designed using the Professional Occupational Standards and there are no additional assessments for students beyond those at programme level. Students may pass Marjon models and not achieve CIMSPA professional endorsement if they do not meet the criteria for the professional standards (for instance, if an alternative assessment is required that forgoes practical delivery).

## **12. Professional Advisory Group**

The team is working with key industry partners who act in the capacity of a formal Professional Advisory Group. Industry practitioners are key players in the programme and contribute through module delivery and therefore there is an ongoing dialogue with professionals across the sector.

The Sport Professional Advisory Group includes football specialists including Argyle Community Trust and operates according to the terms of reference which outlines the role and function of the group. Essentially the Sport Professional Advisory Group acts as local consultants to support the quality of the degree programme and to enhance student learning and assessment in both academic and applied contexts.

## **13. Academic Progression Opportunities**

Students can progress to the Postgraduate masters through the MRes framework and master's provision and PhDs. There are alternative professional development opportunities internally through a Coaching and Mentoring PG Cert and MSc High Performance Sports Coaching. Students may also pursue continued study outside of the University through other HEIs.

Students from the programme may also progress to a Post Graduate Certificate in Education (PGCE). This is a 1-year additional programme to progress to Primary or Secondary Teacher training providing they can evidence school-based experiences and additional qualifications which may be required.

## 14. Employability and Career Progression Opportunities

The Football Coaching and Development programme is uniquely positioned to provide excellent employability opportunities to graduates for the football industry. The nature of the Football Coaching and Development degree considers the breath of the diverse sporting landscape, focussed specifically upon football, within the UK and beyond within the public, private and third 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 FCD 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.

As a highly transferable degree graduates will have the option to move into a variety of careers across the sports landscape. The programme is aligned to CIMSPA Professional Occupational Standards 'assistant coach' and 'coach'. The professional standards ensure the programme is aligned to the industry requirements of the sports sector which compliments students FA and UEFA coaching awards that are embedded within the programme, all which enhance students' employability.

The programme works closely with Futures, Marjon's Career and Employability team, offer student centred and professional information and guidance on career development learning, employability skills and enterprise as well as providing curriculum input. Supporting the Marjon values (Curiosity, Humanity, Independence, Ambition), Futures promotes experiential learning via placements, work experience, part-time jobs and international opportunities; business and enterprise development; funding to support opportunities and guidance to support career development and acquisition of key employability skills. Futures online provides web-based digital information, advice and guidance to support the work of the Futures team and wider Marjon community. Futures online provides key tools such CV 360, Interview 360 and Job Tracker. The Futures team offers indefinite, and continued support to Marjon Alumni via 1:1s, access to career development opportunities and Futures online.

Employability is embedded in the programme in the first year from the immersive module in semester A, through to applied modules in coaching (SDEC55 Coaching for Sport and Physical Activity). In year two employability is embedded through connections with sports industry partners through a formal industry placement through, FDVD51 Engaging in Employability: Football Coaching and Development and through industry aligned project in FDVD53 Football

Development principles and practices. Students employability is also enhanced through their demonstrate applied inclusive practice through SDED53 Inclusion in Sport and Physical Activity and finally applied coaching in community and professional settings through SDCD04 Coaching Theory and Practice. In the final year students gain applied experience through the SDEH51 Inclusive Coaching in Sport & Physical Activity module. Student can explore business development ideas and create their own Football coaching businesses through BMAH02 Entrepreneurship and Small Business Management. Finally, students demonstrate their employability through SDEH54 Graduate Employability in Sport, which connects students directly with industry professionals where they engage with a job application assessment scenario with employers from football and sports organisations.

Specific football coaching and development career options include:

- Football Development Officer
- Football Coach community
- Football Coach performance/academy
- Football events
- Football Scout
- Football analyst
- Football inclusion
- FA development role (county officer, regional officer, or national NGB).
- Sport Development
- Sport Coach
- Sport Development Management
- Social Inclusion
- Disability and Inclusion Officer
- Women's and Girls Development Officer
- Sport Event Management
- Sport Facility Management
- Sport Administration
- Football Business Owner
- Football Coaching franchisee
- School based coach
- Teacher

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

The core employability themes from the programme are expanded specifically below:

- Analytical thinking and innovation – students are able to identify and define problems in Football Coaching and Development, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified. Students achieve this through developing critical thinking skills, research skills to understand and balance evidence and test these in applied settings and develop solutions to improve the development and delivery of football.

- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. This is achieved through the discussion engagement in academic and applied reflective practice through module experiences which are supported through the Personal Development Tutor
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion. Students develop these skills throughout the programme, as part of the very nature of higher education. This is introduced through FDVC51 Introduction to Football Coaching and Development, developed through understanding the research process (SDED54 Research and Critical Inquiry in Sport) and applying this in the SHSHP1 Honours Project.
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings through applied practice in FDVD53 Football Development principles and practices, work-based learning (FDVD51 Engaging in Employability: Football Coaching and Development) and SDED53 Inclusion in Sport and Physical Activity, SDOD04 Coaching Theory and Practice and SDEH51 Inclusive Coaching in Sport & Physical Activity
- Leadership and social influence - students are able to motivate others to act towards achieving a common goal. Students demonstrate applied leadership through FDVD53 Football Development principles and practices, work-based learning (FDVD51 Engaging in Employability: Football Coaching and Development). They are supported to understand leadership and social influence in applied academic contexts through SDEH53 Leadership, Management and Mentoring in Sport.
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. This is achieved through considering the customer experience and customer service in SBMC01 Introduction to the Management of Sport and in their consideration of clients through SDEH54 Graduate Employability in Sport.
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. Students develop core business skills in SBMC01 Introduction to Sport Business Management and develop specific understanding of applied systems in football through FDVD51 Talent Identification, Recruitment and Retention in Football, SDEH54 Graduate Employability and BMAH02 Entrepreneurship and Small Business Management to enable them to analyse specific or general issues with the football sector and consider areas of improvement.

## **Digital Skills:**

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. Microsoft 365 and Teams, using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

## **15. Support for Students and for Student Learning**

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

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service

- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutors (PDT)\* for every student
- 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, module guides, and a comprehensive online support system through VLE's
- Marjon Mobile app
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer (Marjon)
- Students are supported by Marjon Student Union sabbatical officers and full-time members of staff.
- On-campus nursery provision (through Flying Start Nursery)

\*Each student has a Personal Development Tutor (PDT) who takes a pastoral, academic and career development support role. They work with students on continuous academic and professional development and sign-post to additional student support opportunities as outlined above.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication. Student feedback is achieved informally through lectures, seminars and tutorials end of session feedback. There is formalised mid-module and semester feedback. Student Representatives take part in the Staff Student Liaison Committee once per semester.

Students are also invited to participate in external feedback such as the Advance HE UK Engagement Survey and final year students complete the National Student Survey (NSS).

## **17. Other Stakeholder Feedback**

Argyle Community Trust are our main stakeholder alongside FA colleagues at local and national levels. Partners continue to be very supportive of this programme and employ a high number of the programme alumni to their workforce. Football industry partners have acknowledged the growth in the diverse range of football projects and the importance of competent and qualified coaches who are able to work and understand coaching in traditional and non-traditional settings. They highlighted the need for students to understand coaching within the wider context of their organisation's engagement with football and sport development practices.

Current and former students were consulted on the development of this provision through SSLC meetings and via a specific curriculum consultation event. Both of former and current students have been very supportive of the programme aims and structure.

## **18. Quality and Enhancement Mechanisms**

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



