

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John and Exeter College
1.3	Locus of Delivery:	University of St Mark & St John and Exeter College
1.4	Final Award Title:	Foundation Degree in Arts
1.5	FHEQ Level:	4 and 5
1.6	Programme Title:	Football Coaching and Development
1.7	Mode and Duration of Study:	Full time – 2 years; part time – 4 years
1.8	UCAS Code(s):	C610
1.9	Admission Criteria:	<p>Recruitment follows University policies, which promote equality of opportunity.</p> <p>Level 3 qualification in appropriate discipline:</p> <ul style="list-style-type: none"> • BTEC National Diploma in Sport – MPP grade profile. • Similar points in AS/A2 Subjects – to include one of; PE, Psychology, Biology, Sociology. • Access Qualification – Pass. • Other suitable Level 3 qualifications (AVCE, NVQ 3, CYQ, Massage qualification etc). <p>International students require equivalent qualification(s), in addition to an IELTS (International English Language Testing System) score of 6.0 or equivalent. Students with a lower IELTS score will be encouraged to enrol onto the University's Academic English Preparation Course to facilitate appropriate improvement to their general and academic English prior to the commencement of their studies.</p> <p>DBS clearance is required.</p> <p>In addition to the above, preference will be given to applicants with one or more of the following:</p> <ul style="list-style-type: none"> • Engagement in sport as a participant, coach, leader or volunteer in any particular country. • Leadership Awards (JSLA or CSLA or HSLA) or international equivalents. • Work experience (ideally in the sport, leisure

		<p>or events sectors) within any particular country.</p> <ul style="list-style-type: none"> An FA Level 1 coaching award
1.10	Accrediting Professional Body/ PSRB:	N/A
1.11	QAA Subject Benchmarking Group(s):	Hospitality, Leisure, Sport and Tourism Benchmark Statement
1.12	Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); QAA Foundation Degree Qualification Benchmark; The Football Association's Vision 2008-12 Handbook (2008); FA Learning's 'The Future Game' Document (2010); Higher Education Endorsement for Sport Education and Sport Development from Skills Active.
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	Modules SDEC03, SPOD01, FCDD02
1.15	Foundation Degree Progression Routes:	
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	2013
1.18	Date of Commencement:	1 st August 2013
1.19	Review Date:	By 31 st August 2018
1.20	Date(s) and Nature of Revision(s) to this Programme:	<p>01/09/15: SDEC03 replaced FCDC03 (for home delivery only)</p> <p>01/09/15: SDEC04 replaced FCDC04 (for home delivery only)</p> <p>01/09/15: COAD04 replaced FCDD04 (for home delivery only)</p> <p>01/09/16: FCDD01 change to assessment</p>

2. Programme Outline

The FdA in Football Coaching and Development (FCD) 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 both coach education/development, and the wider development of football.

Football has held a unique position within sporting, cultural and sociological landscapes in

the UK for many years; however in recent times it has become patently clear that it has become a large, dynamic, volatile and complicated industry in its own right. 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 FdA Football Coaching and Development programme will see students embarking upon a programme of learning that will cover two integral topics of 'coaching' and 'development' within football. 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. Development issues will include the wider governance and management of the game in addition to the identification of player pathways, an understanding and appreciation of underrepresented groups, and innovative ways to promote the sport to a wide audience.

The programme provides a framework for academic study alongside work-based learning. This innovative and high quality Foundation Degree is more accessible as students require much less time out of the workplace than on standard degree programmes – making it potentially attractive to a wide range of learners. Many modules will involve a strong vocational focus, which will enable these learners to develop critical thinking, independence, and employment skills to compliment any theoretical background to key topics. By the end of the programme, graduates will be ready to embark upon a career in a multitude of football environments (such as those highlighted on page 20 of this document).

3. Programme Aims

The FdA Football Coaching and Development programme is a 2 year (if studied full-time) foundation degree leading to an award of an FdA degree. The overarching aim of the programme is to allow the students to develop a broad base of knowledge, skills and critical understanding within the context of football coaching and development that can be applied to a variety of football environments.

The general aims of the programme are to:

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

Specifically the course aims to allow students to:

- Develop a critical understanding of the concepts, theories and principles of football coaching and development.

- Develop a critical understanding of human response and styles to football coaching within various settings.
- Allow students to design, implement and evaluate safe and effective football coaching and development programmes that are transferable and not limited to the performance-orientated environment.
- Allow students to develop and apply their research skills within football coaching and development, with an appreciation of moral, ethical, educational and legal issues.
- Allow students to become technically proficient in an array of practical situations from the delivery of coaching sessions, to the management of football development projects.

4. Programme Learning Outcomes

The programme outcomes indicate the range and level of capabilities, which all FdA Football Coaching and Development students should have achieved upon completion of the programme. These outcomes will be promoted and developed throughout the programme. The modules have been designed to ensure that the students have the opportunity to be assessed in a variety of skills throughout the programme. Specific information about the learning outcomes for each module is provided within the module descriptors.

Knowledge & Understanding:

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

1. A solid foundation in their knowledge, understanding and practical experience of the underlying concepts, theories, principles, and political contexts of football coaching and development.
2. An understanding of the complexities within the organisation and structure of football from a practical and administrative perspective, and recognise potential career routes within organisations across the public, private and voluntary sectors.
3. An understanding of the pedagogical processes involved in coaching, and its application to various football environments.
4. An ability to apply and interpret the findings of contemporary research within the realm of football coaching and football development settings.
5. A capacity to apply theories and processes of learning to the contexts of football coaching and development.
6. An understanding and ability to utilise ICT within football coaching and development contexts.

Intellectual skills:

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

7. An ability to apply knowledge, skills and underlying theories, outside of the context in which they were first studied, in a work context.
8. Evidence of critical thinking through the development of intellectual and practical skills in applied aspects of football coaching and development by exemplifying an increased independence in learning, personal development and career planning.
9. The ability to be a reflective practitioner, improving self-awareness and evaluation skills through personal and professional development planning and continuing professional development.

10. A capability of employing independent learning and research skills to analyse and evaluate contemporary literature and research within football coaching and development.

Practical skills:

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

11. A proficiency in applying their knowledge and understanding of football coaching and development theories within practical settings and within the workplace.
12. An ability to demonstrate practical and professional skills, including the use of sports ICT in a range of football coaching and development contexts.
13. The capacity to demonstrate practical and organisational skills through the planning, delivering and evaluating of football coaching sessions and development projects and events.
14. An ability to recognise the need to adopt inclusive practices related to equal opportunities and social inclusion, and to integrate these underlying values and principles within the practical delivery of football coaching and development activities.

Transferable / Key skills:

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

15. An adeptness in utilising effective written and verbal communication skills, by conveying ideas, principles, theories, arguments and analysis using visual and ICT tools where appropriate.
16. An ability to utilise ICT in developing their own skills and to support the development of others within football coaching and development.
17. The ability to work individually and as part of a team to successfully complete football coaching and development initiatives.
18. A proficiency in utilising the application of number in developing their own skills and using number to support research and professional practice.
19. An aptitude to solve problems and consider various theoretical and practical issues that occur in a plethora of football coaching and development environments.
20. An ability to improve their learning and performance through critical self-reflection, personal and professional development and continual professional development activities.

Students will meet the programme outcomes through a combination of academic, practical, applied and work-based learning opportunities. This approach will increase each student's employability through the transference of knowledge between taught theory and practical work-based skills and experiences.

5. Learning and Teaching Methods

The programme offers improved access to higher education ensuring equality of opportunity and widening participation through the adoption of a range of learning and teaching strategies. It has a practice based focus underpinned by academic knowledge and understanding. It will employ a variety of approaches including visiting lectures from local professionals to ensure sessions are rooted in current practice. All programme modules will

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 prior to the commencement of student involvement.

Teaching will be delivered across a variety of different formats ranging from lead lectures; seminars; focus group discussions; practical's, and online e-learning delivery. Students will experience a very diverse learning environment that will encourage a more independent approach to thinking and development, and thus reduce the possibility of a passive learning environment. Teaching sessions will be designed to be stimulating, informative, rigorous, and enjoyable.

Glossary

Case Studies:	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field.
Computer Based Learning / E- Learning:	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Directed study and reading:	Time set aside by the teacher for learners to study a particular subject.
Group Discussions:	A focus group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts.
Group Lectures:	Subject introduced and delivered by the teacher in a specific time which transmits information.
Guest Speakers/Presentations:	Using specialists from the field to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience - similar to a lecture.
Independent learning:	Activities where an individual learner conducts research, or carries out a learning activity on their own.
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. This could involve group work on 'team' projects.
Practical sessions:	Learning events which take place within a working environment, enabling learners to develop 'real' skills and practices within a community setting.
Seminar groups:	A group of about 12-20 people following up something that has already been introduced on the course – involves reading of an essay or paper by one member followed by discussion/subsequent group tasks.
Tutorials:	One-to-one teaching (learner to teacher) usually for counselling purposes based on the learners' work.
Virtual Learning Environment:	A software system designed to support coaching and learning in an educational setting. A variety of innovative reusable and blended learning and assessment materials can be utilised through this medium.
Work based tasks:	A group of people engaged in intensive study or work in a creative or

	practical field.
Workshops:	Student activity e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions, project delivery in the community, and conditioning sessions in the fitness suite.

6. Assessment

Assessment follows University regulations. The assessment strategy of the FCD programme uses a holistic approach incorporating formative (e.g. SPOC01) and summative achievement of Learning Outcomes. The underpinning philosophy to assessment of the programme enables students to develop their academic skills in a progressive and logical manner, and to indicate to both staff and students the level of skill, knowledge and understanding that each individual has attained. It provides a measure of judgement on the strengths and weaknesses of individual students allowing feedback by staff to subsequently improve future performance and understanding.

A broad range of assessment strategies will be 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. Throughout the taught modules formative assessment will be employed to support students in their learning and development. This will be conducted in a supportive environment in both staff-led and student-led situations. Students will be required to reflect on their own practice within assignments and subsequently they will be personal to their own circumstances and learning journey. This will support an objective approach to assessment against the academic criteria. Much summative assessment will be via coursework and/or examination, where both practical and written work is moderated by an External Examiner for quality purposes.

By the end of the course students will have experienced a range of assessment methods, which should indicate the capacity to synthesise the different elements of the foundation degree route. Assessment methods will include:-

Case study:	An analysis of a real-life example within the field of football coaching and development.
Electronic Assessment:	Assessment based presentation incorporating ICT to demonstrate knowledge of selected football coaching and development topics and communication skills.
Essay:	A written response to a football coaching and/or development question based on synthesis and analysis, which can be timed.
Evaluative/Laboratory Report:	A structured written account of a laboratory practical with analysis and discussion of results. Could also be a formal evaluation of a specific football project (e.g. a football event) based upon a set of clear guidelines.
Formal examination:	Usually takes the form of essay questions, but also other forms, such as seen/unseen exams, multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.
Oral Presentation:	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected football coaching or developmental topic. The medium can sometimes take the form of posters.
Placement:	An assessment based on a placement in a football-related organisation,

	which is usually accompanied by an evaluative/reflective report of the experience.
Planning assignment:	A plan of a football coaching/development activity, which will be evaluated and analysed.
Portfolio:	A resource folder containing a collection of evidence associated to the specific discipline researched within football coaching and development.
Poster Presentation:	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the football-related topic specific to the information contained within the poster. Assesses knowledge of the selected topic and effective communication skills
Practical Assessment:	Assessment based on practical work, which can take a variety of different forms according to the module (e.g. football coaching session, or the delivery of a 'real' football development project).
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. Similar to a Report, but less prescribed in its format.
Report:	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Research Project:	An in-depth independent research project, approved by the module leader, following a topic of the student's choice, which should indicate the capacity to synthesise the different elements of football coaching and development.
Research proposal:	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of football-related research.

7. Programme Specific Regulations

The FdA Football Coaching and Development programme (if studied on a full-time basis) is studied over 2 years, and is divided into units called modules that typically have a credit of 20 CATS points. The equivalent of six, 20 credit modules are studied each year. Students who have successfully completed the equivalent of six 20 credit level 4/certificate modules (120 CATS points), but do not wish to continue their studies, are eligible for the award of the University Certificate of Higher Education. Students who have successfully completed the equivalent of twelve 20 credit level 5/diploma modules, including a minimum of six at Intermediate level (240 CATS points) will qualify with a Foundation Degree.

The following modules are non-condonable:-

<u>Year 1</u>	<u>Year 2</u>
SPOC02	SPOD01
FCDC01	

The above modules are non-condonable based on either the health, safety, ethical or technical aspects associated with the modules and the overall philosophy and aims of the programme. This includes specific activities that involve the participation of children in football, and the safety procedures, protocols and intervention involved in the successful management of those activities.

8. Work-Based Learning/Placement Learning

The FdA Football Coaching and Development degree has one compulsory work-based element through the module SPOD01 (Placement Learning: Integrating Theory with Practice 1) during the second year of the programme. There is also a variety of 'real' working opportunities explicitly embedded within particular modules that aim to provide students with opportunities to link academic theory to contemporary community practice. Modules such as these have been developed to ensure that students enhance their work-based skills and experiences – an essential element to a Foundation Degree.

The professional and vocational relevance of curriculum design and content has been acknowledged by external examiners. The programme provides 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 within the football industry. Students have structured work placement opportunities and the flexibility to select workplace settings to tailor the programme towards their particular area of interest. This could potentially see students undertake placements that focus on football 'coaching' (and its associated disciplines), or in football 'development' (again, including its associated disciplines). These 'workplaces' support the development of students through providing opportunities to conduct work based tasks and to complete the directed work based assessment.

With reference to the module SPOD01, all students engaged in this work based module will be 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. All placements adhere to the University Policy on Placement Learning.

In addition the students are supported, and the placement quality assured and monitored, through the involvement of the Module Leader, Centre for Management, Business and Professional Development, and a named Placement Supervisor (based at the placement organisation). Furthermore, in preparation for the placement, students receive a series of lectures and tutorials advising them of the requirements for the placement.

A theme of work-based skills can be evidenced throughout additional modules on the programme. This includes (but is not limited to) coaching children from a local primary school on SPOC02, working alongside match analysis staff at various football clubs on FCDC03 / SDEC03, volunteering at a large community football project on FCDC04 / SDEC04, identifying talented football players for performance environments on FCDD01, and managing real football events in liaison with external partners on FCDD02. It is hoped that these experiences will vastly increase not only the employability, but the motivation and confidence levels of all students on the programme to consequently become future advocates for the programme.

9. Programme Structure

An overview of the FdA Football Coaching and Development programme structure is shown in the table on the next page. All modules in Years 1 and 2 (level 4 and 5) are compulsory and consist of twelve 20 credit modules spread equally across both levels of study. Each level sees two modules that are delivered across both semesters of the academic calendar (indicated X), with a further 4 modules delivered in either semester A, or semester B.

Each module has been carefully chosen/constructed to ensure that there is equal coverage of ‘coaching’ and ‘development’ related topics in order to provide an appropriate balance to the programme aims. Where possible, there is also an opportunity to utilise learning from year 1 (level 4), and apply this to more specialist topics in year 2 (level 5).

Modules with a football ‘coaching’ focus include SPOC02, FCDC03/SDEC03, FCDD03 and COAD04. This will involve topics that relate directly to the coaching realm, or disciplines that impact upon the working practices of a coach in various environments (e.g. performance analysis and sport science).

Modules with a football ‘development’ focus include FCDC01, FCDC02, FCDC04/SDEC04, and FCDD02. These involve topics that relate directly to the design and implementation of football development strategies, policies and projects, but also upon those areas that are an important area of consideration for a football development practitioner (e.g. governance, event management, and business/finance).

Modules such as SPOC01 and FCDD01 take a holistic approach to the programme aims through the critical investigation of issues that affect coaching, and also the development of the game of football in its broadest sense. Both SDED01 and SPOD01 will give students the chance to choose their preferred focus of study following a period of consultation with programme staff.

	Module Code	Module Title	Credits	Assessment			Semester	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	SPOC01	Academic, Personal & Professional Development	20	100%			X	C	
	SPOC02	Foundations of Coaching & Instructing	20	70%		30%	X	C	✓
	FCDC01	Football Development	20	50%	50%		A	C	✓
	FCDC02	Football Business & Finance	20	100%			A	C	
	SDEC03 / FCDC03	An Introduction to Performance Analysis	20	100%			B	C	
	SDEC04 / FCDC04	Community Sports Development / Community Football Development	20	50%	50%		B		
Level	SDED01	Critical Investigations in Sport, Leisure & Outdoor Adventure	20	100%			X	C	

SPOD01	Placement Learning: Integrating Theory with Practice 1	20	80%		20%	X	C	✓
FCDD01	Talent Identification & Development in Football	20	50%		50%	A	C	
FCDD02	Managing Football Events	20	60%		40%	A	C	
FCDD03	Essentials of Sport Science	20				B	C	
COAD04/ FCDD04	Coaching Theory and Practice	20	60%		40%	B	C	

Key:

A or B = Semester A or B

X = modules delivered across Semesters A and B

*C = Compulsory O = Optional

A ✓ indicates that the module is non-condonable on this programme.

Highlighted codes – code prefix used at home delivery only. FCD module codes used at Exeter College.

10. Professional Advisory Group (PAG)

The development of the football coaching and development curriculum was initially guided and shaped through consultation with the programme team, and further discussions with other colleagues at the University (most notably specific Heads of Department and identified staff, and Marjon Sport staff). Members of the proposed teaching team, and indeed the programme leader, have formal contacts with local employers and other related industry professionals whose knowledge of the current and changing football environment provides an invaluable resource. Additionally, consultations have also taken place with FE staff at football/sport academies, professional football clubs, county football associations, and FA learning. This has helped to ensure that the programme is relevant to the needs of the industry, is exciting, and thus improves the marketability of the course.

Working with these stakeholders informs the curriculum both at module and programme level through module content; for example practical requirements sought by employers, innovative forms of assessment to evaluate competencies, or work placement opportunities. A professional advisory group will be formed after the validation of the programme and will include:

- Members of the programme team at the University of St Mark & St John.
- 1 member of staff from Exeter College (franchise delivery partner).
- 2 nominated representatives of local professional football clubs.
- A nominated representative from a local football in the community project.
- A nominated representative from the Devon County Football Association football development team.
- A nominated representative from FA learning.
- 2 nominated representatives from partner FE colleges.

11. Career Progression and Employability

The programme will equip graduates with the knowledge and understanding to seek further education within sport coaching or sport development to gain a full honours degree. Progression routes that currently exist within the University's validated suite of programmes at level 6 are highlighted below. This allows foundation degree students to have the opportunity to complete a full honours degree, and apply their learning specific to football, to wider sporting contexts.

Honours Progression routes (subject to availability) are:

Level 6 (undergraduate)

- BA (Hons) Sports Development and Coaching
- BA (Hons) Sports Development
- BA (Hons) Coach and Fitness Education

These opportunities give students the chance to continue to focus on particular areas of the programme that they have excelled in/enjoyed the most.

In addition, students may be able to explore career opportunities within general coach education, sports coaching and sport leadership/management settings, but more specifically, directly within the football industry. A wide range of opportunities exist for well qualified, confident and experienced individuals to work for a variety of football providers. Roles could include (list is not exhaustive):

- Football Development Officer (County FA, FA/FA Learning)
- Football Activator (Local Authorities, Commercial Providers)
- Football in the Community Officer/Staff (Professional Clubs)
- Football Coach (Professional Clubs, Commercial Providers, FA Skills)
- Match Analyst/Scout
- Sport Scientist (Football)
- Football Management/Marketing (Commercial Providers)
- Football Coach – own business (Schools/Grass-Roots Clubs)

12. Quality and Standards

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.

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:

- Personal tutors 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 social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

Programme Learning Outcomes (PLOs) mapped against Modules																					
Core modules identified in bold text																					
	Module	Knowledge and 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
Level 4	SPOC01	✓	✓			✓	✓		✓	✓	✓		✓			✓	✓				✓
	SPOC02	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	FCDC01	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	FCDC02	✓	✓		✓		✓		✓		✓				✓	✓	✓		✓	✓	
	SDEC03 / FCDC03	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	
	SDEC04 / FCDC04	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Level 5	SDED01	✓		✓	✓	✓	✓	✓	✓		✓	✓				✓	✓		✓	✓	✓
	SPOD01	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FCDD01	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	FCDD02	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	FCDD03	✓		✓	✓		✓		✓		✓	✓	✓			✓	✓	✓	✓	✓	
	COAD04 / FCDD04	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

