



<b>PART 1 – PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	Chelsea Football Club Foundation
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	The partnership is within the collaborative arrangements of flying faculty. The collaboration is dealt with through the collaborative provision form and legal agreement. The collaboration is largely focused around off campus facility use and minor collaborative delivery.
<b>4</b>	<b>Award title</b>	Chelsea Football Club Foundation Coaching and Development Degree
<b>5</b>	<b>Final award</b>	FdSc
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	None
<b>7</b>	<b>Faculty with responsibility for the programme</b>	Sport, Health & Applied Science (SHAS)
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	C603
<b>11</b>	<b>JACS code</b>	C610 (Sport Coaching)
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	N/A



13	<b>QAA subject benchmark or other relevant external reference point</b>	Academic Standards are maintained on the programme in line with the QAA Quality Code 2016 and the QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism.
14	<b>Normal completion time and maximum duration of study</b>	Normal completion time: Full-time study – (2 Years) Part-time study – (4 Years) Maximum duration of study – 6 years
15	<b>Mode of study</b>	Full-time only
16	<b>Mode of delivery</b>	Face to face and blended learning
17	<b>Date approved and name of authorised body</b>	Programme Validation Panel August 2019
18	<b>Applies to students commencing study in (month/year)</b>	September 2019
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	The two-year Foundation Degree provides a unique and innovative learning opportunity for you to learn and develop your coaching, development, business and entrepreneurship skills whilst gaining an in-depth knowledge and understanding of the football industry. <a href="https://www.stmarys.ac.uk/foundation/chelsea-football-coaching">https://www.stmarys.ac.uk/foundation/chelsea-football-coaching</a>
20	<b>Aims of the programme</b>	The FdSc Programme aims to: <ol style="list-style-type: none"> <li>1. Develop a robust disciplinary knowledge base and understanding of the principles of Football Coaching &amp; Development that are informed by theory, research and professional practice.</li> <li>2. Develop a reflective approach to the practical application of knowledge in a range of Football Coaching &amp; Development settings.</li> <li>3. Develop the ability to initiate and sustain balanced, evaluative arguments and to communicate these effectively in appropriate</li> </ol>



		<p>ways for different audiences within Football Coaching &amp; Development.</p> <ol style="list-style-type: none"> <li>4. Develop a range of pedagogical skills and techniques which can be applied appropriately across different Football Coaching &amp; Development contexts.</li> <li>5. Develop the knowledge and skills required to undertake further study, training or employment and the ability to use initiative and make good decisions in context.</li> </ol>									
21	<b>Criteria for admission</b>	<p>Standard offers will normally be made at 72-48 UCAS point; equivalent to C, D, E or DD at A level, or MMP, or PPP at BTEC. GCSE grade C or equivalent in English Language and Maths are required. All applications are subject to an informal interview prior to formal offer. Mature applicants are strongly encouraged to apply. Vocational experience within related areas is an essential part of the course and applicants must be currently working - or gaining experience - within Sports Coaching.</p> <p>Lower offers may be made in some cases, for example for mature students or where the candidate's academic profile is offset by high sporting achievement. These students will be supported through the initial stages of High Education through the University's personal tutoring programme.</p> <p>The University will consider applications under its established AP(E)L scheme with the involvement of the Programme Director in the selection procedure. Credits attained from other institutions will be considered for exemption from elements of the programme by the Head of Registry and Programme Director. Accreditation of prior learning may be considered for those transferring from a foundation degree or Undergraduate programme. Transfers and accredited prior learning will be considered on a case by case basis.</p> <p>International candidates and students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section. For more information on the level of IELTS required for international students, as well as AP(E)L process for students transferring from other institutions, please refer to <u>St. Mary's University Admissions Policy and Procedure</u></p> <p>All students are required to have an enhanced Disclosure and Barring Service (DBS) check.</p>									
22	<b>Scheduled learning time</b>	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>468</td> <td>20%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>152</td> <td>6%</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	468	20%	Placement/work-based learning hours	152	6%
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		<b>Guided learning hours</b>	624	25%		
		<b>Independent study time</b>	1208	49%		
		<b>TOTAL*</b>	2452	100%		
<b>23</b>	<b>Programme learning outcomes</b>	<p>On successful completion of the programme, students will have achieved the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the key theoretical principles and concepts underpinning Football Coaching &amp; Development and the ways in which these have developed and continue to develop.</li> <li>2. Knowledge and understanding of the factors which influence and enhance Football Coaching &amp; Development</li> <li>3. Comprehend and interpret different sources of information and use these to sustain consistent lines of argument in Football Coaching &amp; Development.</li> <li>4. Competently and appropriately apply a range of coaching and development frameworks to a variety of different Football Coaching &amp; Development settings</li> <li>5. Plan, design and deliver a high-quality football coaching session that are informed by current thinking and research in both individual and group practice settings.</li> <li>6. Analyse, reflect and assess on individual performers and teams' performances in a variety of Football Coaching &amp; Development settings using a range of pedagogical and technological strategies.</li> <li>7. Use a variety of methods to effectively communicate information, arguments and analysis in appropriate ways for specialist and non-specialist audiences.</li> </ol>				
<b>24</b>	<b>Programme structure and module requirements</b>	<b>FHEQ Level 4 Modules</b>				
		<b>Code</b>	<b>Title</b>	<b>No. of credits</b>	<b>Sem of delivery</b>	<b>Module status (core, option)</b>
		COA 4001	Football Study Skills	20	1 and 2	Core
		COA 4002	Foundation Phase Player Development	20	1	Core
		COA 4003	Youth Development Phase Development	20	2	Core
		COA 4004	Introduction to Equality and	20	1	Core



			Diversity in Football			
		COA 4005	Professional Development	20	1 & 2	Core
		COA 4006	Professional Practice in Football	20	2	Core
<b>FHEQ Level 5 Modules</b>						
		<b>Code</b>	<b>Title</b>	<b>No. of credits</b>	<b>Sem of delivery</b>	<b>Module status (core, option)</b>
		COA 5001	Research in a Football Environment	20	1 & 2	Core
		COA 5002	Coaching Football through Games	20	1	Core
		COA 5003	Performance Analysis in Football	20	2	Core
		COA 5004	Project and Event Management in Football	20	2	Core
		COA 5005	Disability, Health and Wellbeing in Football	20	1	Core
		COA 5006	Professional Development in Football	20	1 & 2	Core
<b>25</b>	<b>Work placements or study abroad</b>	<p>The Chelsea Football Club Foundation degree team will continue to work collaboratively and closely with Chelsea FC Foundation to provide work placement opportunities for all of our students. All students will have the opportunity to embark on a work-based placement within the many programmes that CFCF has to offer.</p> <p>These modules are embedded at L4 &amp; L5 (COA 4006, COA5006).</p> <p>Tier 4 international students, will be able to complete their placement hours because Chelsea FC Foundation is a registered charitable organisation. Therefore, placements would be permissible under the UKVI guidance as long as the student is not involved in filling a vacancy or providing professional services These modules will be</p>				



		<p>carefully supervised and supported by the academic staff both through the personal tutor system and module leader during formal lecture time. Each student will be allocated a placement mentor from CFCF who will oversee and support their transition into the CFCF workforce. The placement mentor will be provided with a mentor guidance booklet and partnership agreement and the contact details of the personal tutor to ensure the quality of the support offered within placement. There will be ongoing placement support meetings embedded within the personal tutor programme. Placement mentor support and guidance will be offered by academic staff across the programme through a variety of visits, online contact and vlog tutorials. This enables career and education advice and guidance to inform students about their futures. These modules serve to develop a critical awareness of current practice and the social landscape of their work-based context within the parameters of CFCF. Students are afforded the opportunity to develop professional skills and techniques to inform their future career planning and facilitate appropriate interaction with employers.</p> <p>Students complete a Personal Development Plan which allows for appropriate, well informed guidance as well as impartial advice as to what may constitute a useful placement setting. This is specifically designed to challenge each individual to ensure the placement is meaningful for their long-term career aspirations. This is supported by a comprehensive mentor system, whereby each student is allocated a professional development mentor who is a CFCF employee, who actively supports and collaborates with student's personal academic tutor.</p> <p>These modules will help students prepare for working environments with the development of awareness and understanding and specific vocational and work-related skills. Students will take part in mock interviews by their placement mentors, who will provide feedback regarding this process. Interviews will follow the same guidelines and practices as per the standard interview process conducted by CFCF. Students will demonstrate the depth and breadth of the learning through their portfolio of standards, specifically developed by the programme team to allow students to showcase their professional development and their experience of organisational, economic and professional issues.</p> <p>Recently, further employment opportunities have been embedded within the degree modules. The opportunities for students to develop their coaching practice transcend across varying contexts, specifically with Fulham FC Pre-Academy &amp; development centres.</p> <p>The degree programme works collaboratively with the University's sport sector, as it is one of The FA's Womens High Performance Centres. Active contribution to this programme through shared KPI's allows students to access funding for professional qualifications, such as FA L1 &amp; L2, which increases their employability through industry relevant qualifications.</p> <p>Chelsea FC Foundation is currently in internal discussions to confirm the possibility of international work placements, solely for students studying on the COA degree programme. At this time, we are unable</p>
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		<p>to confirm that these placement opportunities can happen, due to the nature of the work that we have in other countries around the world. Discussions are on-going, and a decision as to how this can work logistically and officially, will be made in the coming weeks. It is likely that placements within Europe will be available, as this work is far more consistent with our existing relationships, along with fact that these placements can be carried out within academic timetable of the university. A final decision will be made imminently and will be communicated to the relevant sources at St Mary's University.</p> <p>Due to the nature of the programme, all students are required to have an enhanced Disclosure and Barring Service (DBS) check. During interview, applicants will be asked verbally and in writing (signature) to confirm that they are happy to complete an enhanced DBS check and if there is anything that wish to declare that might compromise this. Students are required to complete the enhanced DBS during the induction period This will be paid for and processed by Chelsea Foundation, but it will be the students' responsibility to complete and provide evidence as soon as possible. International students will be reminded to prepare/bring documentation to start this during the induction period.</p> <p>Any students, particularly international students where this process may take time, will be supervised at all times by appropriate University /Chelsea Foundation Staff until completion</p> <p>As such the self-declaration form will identify if the individual has any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If the student fails to disclose any spent convictions or cautions when required by law to do so, he/she will not be protected from the consequences of this (i.e. the Rehabilitation of Offenders Act will not apply). A self-declaration form is sufficient to allow students access and participation to all modules, until the enhanced check is complete.</p>
26	<b>Links to industry and employability</b>	<p>Over the last 5 years we have established very strong links with local sports clubs and foundations. We have worked closely with Chelsea Football Club Foundation, Fulham FC Academy and Foundation, London Irish Rugby Club, QPR Football Club, Rosslyn Park Rugby Club, Leinster Rugby club, The Premier League and The Football Association. The organisations have supported students in numerous different ways to include: work placement opportunities, voluntary roles, paid employment, research avenues and guest lecturers. These extra-curricular and voluntary activities provide opportunity for students to develop skills and experiences that are both valued by employers but also transit across sports organisations and disciplines and are relevant more broadly after they have completed their programme of study.</p> <p>(Indicator 7: Chapter B4, UK Quality Code)</p>



		<p>The programme benefits from staff members holding and obtaining relevant professional qualifications and continuing their own professional development within the field of teaching and coaching.</p> <p>(Indicator 6: Chapter B4, UK Quality Code)</p> <p>We have a very strong relationship with the University's own sports development activities, ensuring that professional services and academic departments collaborate seamlessly from students' perspectives. Many of our students volunteer or are employed within clubs or coaching projects established by Sport St Mary's. Further to this, many of the students support the University as one of the FA's Women's High-Performance Centres, engaging and supporting women's football in numerous capacities.</p> <p>(Indicator 8: Chapter B4, UK Quality Code)</p> <p>The programme engages with an online video platform (Coach Logic) as a virtual learning environment that is fully accessible and inclusive to ensure that students feel appropriately supported as they move into their work-based learning environments. This platform facilitates a Community of Practice that recognises the value of peer networks through supporting students and encouraging and facilitating collaborative development.</p>
27	<b>Programme awards</b>	<p>This programme conforms to the <u>University Academic Regulations</u>. In order to qualify for the award of <b>FdSc</b> students must have successfully achieved 240 credits, with at least 120 at FHEQ level 5.</p>
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>		
28	<b>Programme teaching and learning strategies</b>	<p>A variety of teaching and learning strategies will be used across the programme.</p> <p>For this to be achieved the programme team will ensure that students are provided with the following;</p> <ul style="list-style-type: none"> <li>• Access to resources that will help them develop as a learner and a practitioner;</li> <li>• Interactions with academic staff, key external partners, visiting lecturers who are experts in the field and who are operating within professional environments that are reflective of the course.</li> <li>• The opportunity to collaborate with other learners both face to face and online through virtual learning platforms. After all, Lave and Wenger's (1991) concept of learning as part of a group with shared goals and outcomes in a Community of Practice has been commonly cited as an appropriate mode to facilitate coach learning (Culver, Trudel &amp; Werthner, 2009;</li> </ul>





		<p>Cushion, Armour &amp; Jones, 2006; Nelson, Cushion &amp; Potrac, 2006).</p> <ul style="list-style-type: none"> <li>• The opportunity to develop skills and self-awareness of their own learning process and reflective opportunities to enhance their knowledge, understanding and pedagogical practice;</li> <li>• Support to develop the skills that lead to greater independence in learning;</li> <li>• Reach their full potential as a coach or practitioner in a range of football and educational contexts.</li> </ul> <p>Students with individual needs are encouraged to register with the University Student Wellbeing Service, where their needs are assessed as appropriate. Learning Support forms detailing adjustments and additional support are sent to the Programme Directors and communicated to subject staff as per student permission. The programme team will adhere to the new “at risk” policy (2019) and utilise the Personal tutoring system to ensure all students feel supported, through regular meetings.</p> <p>Support for students with a range of educational needs is considered at every level and in close collaboration with the University Student Wellbeing Service. Academic study skills are embedded within all modules to ensure academic progression vertically through the programme and horizontally across level-specific modules.</p>
<p><b>29</b></p>	<p><b>Programme assessment strategy</b></p>	<p>Students are assessed through both traditional and more innovative methods that align to industry needs. The assessments will fit into four main categories; written, presentation, practical and portfolios. All students will experience each assessment method at Level 4 in preparation for Level 5 and 6. However, intricacies will be module dependant.</p> <p>Feedback timelines are designated within module guidelines and in-line with the University’s Academic Regulations. Students will expect to receive online feedback within a three week time frame, this is consistent across all module and levels. Individual feedback will provide comments according to the marking criteria as well as an overall mark this will be framed by the work of Carol Evans (2015) to include ‘what was good? what could be developed? how could this be developed?’ this will ensure standardisation across modules and staff and provide a plan for future action for the student. Anonymous marking is employed in all cases where written work is submitted online to minimise the influence of expectations and personal bias. All failures and a cross section representing at least 10% of the total work completed in each module are second marked and moderated in-line with the University Academic Regulations.</p> <p>Alongside formal assessment tasks, informal formative assessments take place during scheduled contact time, including lectures and seminars. These take the form of directed tasks which students prepare as part of their independent study time or as part of a planned</p>



		<p>activity to be undertaken during scheduled contact time. These tasks are assessed by feedback from academic staff and where appropriate, the use of self and peer reflection are utilised as appropriate feedback methods to inform summative assessments.</p> <p>All assessments are designed in alignment with the University Assessment Policy and Assessment Tariff, and also with reference to the UK Quality Code <u>Chapter B6</u>.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
<b>30</b>	<b>Student support and guidance</b>	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care &amp; Advice &amp; Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p> <p>The Careers Service provides in curriculum delivery and one to one support for all students and alumni of the university. They also offer CareerConnect, an online platform that allows you to be able to manage your own employability if you are off campus. They run employer engagement events throughout the academic year and an online jobs board especially for St Mary's students and alumni.</p> <p>The department of Learning and Teaching also offers academic guidance to students through its Learning Development Lecturers. Personal tutoring will be embedded throughout the degree programme and in particular to Level 4 modules.</p>
<b>31</b>	<b>Quality management arrangements</b>	<p>The Foundation programme align with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"> <li>• Five yearly cycle of revalidation</li> <li>• Interim review for collaborative provision</li> <li>• System of Moderators for collaborative provision</li> <li>• Ongoing monitoring through the Programme Review process</li> <li>• Programme Boards</li> <li>• Consideration of marks and graduate profiles at Exam Boards</li> <li>• Engagement with programme student representatives</li> <li>• Engagement with approved external examiners</li> </ul>