

UFC Football Studies

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| Course name | UFC Football Studies |
| University ratifying the course | |
| Suitable for | The skills that you develop on this course will prepare you for degree-level study at a University. This foundation year (A2 level) is ideally suited to students who are interested in studying a specialised football degrees. Graduates of this programme can progress directly into year one of a relevant degree. |
| Min qualifications required to take the course | 1 AS pass (C grade) GCSE Maths and English |

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| Person corresponding with at the University | |
| Contact details | |
| Proposed course start date | September 2017 |
| Teaching hours per week | 24 hours per week with 8 hours individual learning time per week |

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| IELTS | | UK student appropriate | |
| Maths GCSE | | Oversees student appropriate | |

Course content

| Weeks | Modules by term | Assessment % per unit | Staff teaching |
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| | Term 1- An introduction to Footballs structure and development | | |
| 1 - 2 | <p>The structure and roles of the various football organisations, FA. UAFA etc - their commitments and obligations.</p> <p>Football is a global game played by millions around the world, and whether it's grassroots football on a Sunday morning or the World Cup final it requires organisation. This unit explores the organizational structure and working practices of these various football organisations concerning the governing and safeguarding of the football industry. Students will learn how these organisations differ, how they are structured, what purpose they serve and look in depth at their commitments and obligations.</p> <ul style="list-style-type: none"> Investigate individual governing bodies and organisations Group work – Presentation on a specific organisation Tour of the FA Their approach? What they stand for? What they are looking to challenge? Race, Homophobia etc. | 5 | B |
| 3 - 5 | <p>Football in the community - theory and practice – local case study</p> <p>Since its inception in 1863 football has been at the heart of communities, bringing people together to watch, play and enjoy the beautiful game. Using a local case study, this unit will give the students a deeper understanding of the importance of football in the community and why it is vital for the continuation of the game at grass roots level.</p> <ul style="list-style-type: none"> Case study – Pick a professional club and a small local club and explore the differences in how they interact with wider society and work within it Get in guest speakers or go to visit clubs and learn about the daily operations of community based work | 5 | E |
| 6 - 8 | Football as a global sport its development over years and plans for | 5 | D |

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| | <p>the future</p> <p>In order for our students to go forward and have a positive impact upon the football industry they must first understand how it has developed over time. This unit will give the students an opportunity to study how the sport has developed from a casual hobby into a global heavily commercialised industry. Furthermore, an emphasis will be placed on investigating both the opportunities and threats for the industry going forward.</p> <ul style="list-style-type: none"> • How football itself has developed over time and also how the player has had to develop over time to (Equipment, physical etc). • Positives and negatives of the commercialised industry within football. • How can people playing football as a hobby, move up into the professional game. What are their avenues? | | |
| 7 | Half term | | |
| 9 - 10 | <p>Football as a social responsibility, locally and globally</p> <p>Anyone involved in the football industry has duty to maximise the positives and minimise the negatives that it has upon wider society. Football has the power to change people's lives for the better, whether it's a young player coming from poverty to play on the world stage or setting up training sessions for social inclusion. Students will look at what is in place already such as FIFA's Corporate Social Responsibility Department and study a range of significant initiatives, programmes and campaigns, such as My Game is Fair Play, Say No to Racism, 20 Centres for 2010, Football for the Planet and Football for Hope.</p> <ul style="list-style-type: none"> • Educated on initiatives and programs that encourage social responsibility • How these social responsibilities affect both the local and global population (Positive and negative) • What is your responsibility to society as a footballer? • Individual presentation – Based upon any of the campaigns listed or their own | 5 | C |
| 11 -12 | <p>Football – equality and diversity (gender, age and disability)</p> <p>One of the truly beautiful things about football is that whatever your race, religion, gender, age or disability football should have a place for you. We are fortunate enough in the UK that 99% of the time this is true and there are a vast array of initiatives and programs that are in place to continue this good work. This unit is held in particular high regard at Buckswood School where we share the values of equality and diversity and pride ourselves on our multiculturalism. Students will be educated on the importance of encouraging inclusion for all social groups and will look at specific initiatives that are currently in place.</p> <ul style="list-style-type: none"> • Educated on initiatives and programs that encourage diversity and equality • Looks into the impact that equality and diversity has upon football and wider society • Group assignment – each group is assigned a task or project | 5 | F & C |
| 13 | <p>Interim Exam</p> <p>A written examination covering all the topics covered in term 1</p> | | A |
| Term 2 - Football and the world of Business | | | |
| 1 - 3 | <p>Football and the world of Business</p> <p>Using the football industry as a lens, this module gives a comprehensive introduction to business and management in a globalised world.</p> <ul style="list-style-type: none"> • be able to demonstrate an understanding of the key actors involved in running football in the World and the UK; • be able to apply that understanding to the governance of football at various levels; • be able to demonstrate an understanding of key business and management functions, and how these can be applied to the football industry; • be able to understand the way in which marketing can be utilised to promote | 5 | D |

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| | football and increase finances available to a plethora of football agencies. | | |
| 4 – 5 | <p>Football and Finance</p> <p>This unit introduces the student to the role of finance in the administration of sport. Appropriate financial statements will be created, critically examined and interpreted. Techniques of financial control and management for sports organisations will be identified.</p> <ul style="list-style-type: none"> Describe the role that financial control plays in the effective management of a sporting organisation. Analyse the financial statements of various organizations Develop the ability to apply and evaluate issues relating to sports finance. | 5 | SA Business Dept |
| 6 | Half Term | | |
| 7 - 9 | <p>Football and Marketing and merchandising</p> <p>The application of marketing concepts beyond commercial marketing and considering the issues of ethics and responsible practice in marketing?</p> <p>Social marketing how marketing can have a positive influence on health and social behaviour;</p> <p>Ethics and marketing how decision making and marketing activities can be affected by taking an ethical perspective;</p> <p>Responsible business marketing how organisations might adopt responsible marketing behaviour in the context of corporate social responsibility.</p> <p>Case Study: Groups are given the task to produce a Marketing brochure. They are tasked to plan, design a logo and merchandising . They present their ideas at the end of the 5 weeks.</p> | 5 | A |
| 10 | <p>Football and Sports law</p> <p>The module aims to introduce students to the fundamental legal principles relating to sport and to provide students with an understanding of how these principles may impact upon participants, practitioners and administrators at all levels.</p> <ul style="list-style-type: none"> Develop a firm understanding of the basic concepts, values, principles and rules involved in the study of sports law Identify and evaluate key research issues and relevant primary and secondary sources of information in sports law Evidence an awareness of and be able to critically analyse the social, political and economic context in which sports law operates Explain how the law has influenced the development of the sporting environment | 5 | ML (lawyer) |
| 11 | <p>Football and the stadium and business</p> <p>Football and the stadium and business</p> <p>This unit deals with aspects of management of a football stadium.</p> <p>An understanding of planning, operations and logistics.</p> <p>Delivery of successful major sport events.</p> <p>Components including marketing, contract negotiation, stakeholder management, leadership and volunteer management.</p> <p>Visits to Brighton AMEX Stadium and/or Chelsea Stamford Bridge and/or Wembley Stadium.</p> | 5 | C |

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| 12 | Interim Exam A written examination covering all the topics covered in term 2 | | A |
| | Term 3 Football Management - skills and qualities required by individuals to succeed in management from grass roots by examining management in the elite club | | |
| 1 – 2 | Case study Case Study Management of a Grassroots organisation/club -Staffing facility management purchasing of equipment coaching structure session planning promoting and advertising finance and marketing over coming challenges and objections Junior Leads Award Level 1Football coaching award Refereeing Course Safe guarding Presentation | 10 | B & C |
| 3 - 5 | Practical courses and experience FA coaching courses – leadership/refereeing Junior Leads Award Level 1Football coaching award Refereeing Course Safe guarding | 5 | B & C |
| 7 | Half term | | |
| 8-9 | Performance Analysis – Theory and Practice Video GPS monitoring | 5 | D |
| 10 | Exam A written examination covering all the topics covered above. | 30 | ALL |