

COURSE SPECIFICATION

Course Aim and Title	MSc Football Business
Intermediate Awards Available	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Teaching Institution(s)	<ul style="list-style-type: none"> • UCFB GIS Manchester (Face to Face) • UCFB GIS Wembley (Face to Face) • Distance
Alternative Teaching Institutions (for local arrangements see final section of this specification)	n/a
UEL Academic School	Royal Docks School of Business and Law
UCAS Code	n/a
Professional Body Accreditation	n/a
Relevant QAA Benchmark Statements	QAA Master's Degree Characteristics Statement (2015)
Additional Versions of this Course	Part Time Distance
Date Specification Last Updated	November 2023

Course Aims and Learning Outcomes

The main educational aims of the course are to:

- To unite, inspire and equip the current and future leaders of the global sports industry, with the skills knowledge and network to take the world of sport to continually new heights (GIS Values)
- Develop students' ability to think critically and creatively about football business
- Provide opportunities for students to solve complex problems related to the football industry.
- Facilitate opportunities for students to conduct research and enquiry into football business issues
- Provide opportunities for students to communicate complex ideas and arguments about the football industry.
- Enable students to continue to learn through reflection on practice and experience within football business settings
- Develop awareness of the importance of change within diverse situations impacting upon the football landscape
- Enable students to believe in bold, passionate leadership and a focus on success
- Develop students' ability to develop a diversity of thought, recognise and apply ethical practices which shape the choices within the football industry

What you will learn:

Knowledge

- Explore and critically review components underpinning sound reflective processes in football business
- Demonstrate synthesis of knowledge and skills to devise an appropriate design for applied investigations to be used in addressing topics and issues in the football industry
- Articulate high levels of expertise in selecting methodologies and in conducting an applied project that addresses football industry complexities and issues.

Thinking skills

- Demonstrate how to apply tactical and strategic skills to complex football business problems
- Articulate high levels of expertise in selecting methodologies and in conducting an applied project that addresses football industry complexities and issues.
- Scrutinise the planning and delivery of coaching sessions in relation to key performance indicators relevant to the coaching context.
- Evaluate the impact of reflection on the development of footballing knowledge
- Apply cognitive skills of critical reasoning, interpretation and debate with regards to published literature and research

Subject-Based Practical skills

- Communicate effectively both in writing and electronically as well as showing listening skills, the ability to present and negotiate with team members.
- Engage in critical thinking, analysis, synthesis and decision-making.



- Evaluate topics and issues within a football context to make meaningful recommendations for the sector

Skills for life and work (general skills)

- Identify and critically evaluate areas for personal and professional development to improve effectiveness relative to personal contexts and roles
- Critically reflect on professional competence to inform personal and professional growth
- Demonstrate a range of leadership and communication skills in a football context
- Demonstrate effective feedback and communication, underpinned by evidenced based approaches
- Communicate and analyse personal reflective processes and skills
- Demonstrate an ability to effectively plan, design, monitor and present an applied investigation

Learning and Teaching

This course is delivered at professional sporting venues reflective of professional environments in which students aspire to work

A diverse range of learning and teaching approaches are used, as appropriate to each module. Across the course, students benefit from regular contact through a mixture of lectures, seminars, tutorials, demonstrations, practical sessions, workshops and through project supervision sessions.

In addition to timetabled classes for each module, students will also attend a weekly personal tutorial session. Some of these tutorial meetings will be conducted in a group, with others conducted one-to-one contact with a tutor. The course has a named course leader, who serves as a key point of contact for students.

Proactive use of the VLE and mobile technologies engages students with the broader knowledge base upon which the course is built. Integration of theory and practice is consistently emphasised to support authentic learning, wherever possible utilising problem-based approaches, live case studies, client challenges and practical sessions.

The course will encourage students to find and undertake work experience in sports clubs. These opportunities will be found by the student but supported by GIS. Students will be able to use some of this experience to inform assignments in designated modules. However, where students have not undertaken work experience, there will be an alternative to undertake an equivalent experience with fellow students at GIS. There is no formal work-based placement, however students will get support in identifying and applying for suitable opportunities. Where students are currently employed within the football/sports sector, then this experience can also be used to inform assessments.

Knowledge is gained through a combination of lectures, seminars, practical sessions, workshops and guided reading, and where required possibly supplemented by guest speakers and field visits. There is a need to apply concepts or frameworks to contextual situations.

Thinking skills are enhanced through a range of interactive activities such as group work, participation, live debates, critical reflection and applying concepts to solve problems or evaluate scenarios. This will be supported via individual and group tasks and online forums.

Subject-based practical skills are acquired through assessments, reflection upon the practical aspects of leadership, financial management mentoring, observation, evaluation of qualitative and quantitative data and critical reflection whilst using justified reflective cycles.

Skills for life and work are developed using in-session group and individual scenario exercises, written assignments, and oral presentations.

For students on Campus:

The teaching and learning strategy is designed to be interactive and participative. To make the most of the module, all students are expected to prepare for, and engage with, the full range of learning opportunities and resources provided. Lectures are tutor-led and used to guide students through the key concepts. Seminars and workshops provide the opportunity

to explore ideas in more depth and to apply ideas to real life situations through case studies and other activities by means of collaborative learning and discussion.

Progression through the module will also involve guided and independent study by the individual. This will take various forms including, but not restricted to, reading, case-study analysis and reflection. Self-study in areas of special interest to the student will be encouraged.

The assessment strategies aim to enhance student engagement through involvement in informal formative assessments in a seminar/workshop setting, building progressively to summative assessments. Informal feedback on these formative assessments will be provided to students within the seminars and workshops. Formal written and/or recorded verbal feedback on the summative assessments will be provided

For Distance Students:

Students will receive materials via the online UCFB|GIS learning platform, where students work through structured lessons with information provided in each session based on the core module content, to introduce key information and concepts. In some cases, this replaces the traditional format of a lecture and seminar. Concepts and ideas are then tested via case studies, reflective practice and online forums.

Learning will predominantly occur through online content, allowing students to work through materials independently. Online content for each module will be supplemented with several live sessions that will be focused on the clarification and expansion of key concepts. These live online sessions are playing a key role in providing a platform fostering a community of learning between tutor and students. For each online 30 and 45 credit module, students will receive a minimum of 10 hours (for 15 credit modules a minimum of 5 hours) live contact time through a mix of lectures, drop ins, tutorials etc. throughout the module. Sessions will be timetabled in advance to align to key parts of the learning journey.

Clear links will be made between online learning activities and discussion activities and formative support of the students' assessed work (feed forward) and detailed feedback on work that has been completed will be provided via virtual meetings between the student and tutor. Further formative assessment opportunities will be provided during face to face coaching sessions and via online discussion activities in which students will be encouraged to share thoughts with each other and with the tutor.

Also, the student is expected to undertake independent study to enable them to achieve the learning outcomes by completing core and recommended readings, take-home tasks, and relevant research and scholarly activities.

Assessment

A range of assessment types are used across the course, as appropriate to each module. Assessment is predominantly continuous, employing items that will include academic essays, reports, presentations, portfolios and reflective writing. Applied assessment tasks are used as far as possible to enable students to link theory with practice, thereby assessing knowledge and understanding alongside subject-specific skills and key skills.

Work or Study Placements

n/a

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	UEL Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	UD7006	Football Fan Engagement	30	Core	Y
7	UD7008	Football Operations Management	30	Core	Y
7	UD7007	Football Finance	30	Core	Y
7	UD7010	Global Sports Leadership	15	Core	Y
7	UD7000	Applied Professional Project	45	Core	Y



7	UD7009	Global Sports Consulting and Analysis	30	Option	Y
7	UD7014	Sports Law and Governance	30	Option	Y

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

n/a

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

n/a

Typical Duration

The expected duration of this course is 1 year full-time or 2 years' part time.

Further Information

More information about this course is available from:

- The UCFB|GIS web site (www.ucfb.ac.uk)
- The course handbook
- Course Leader
- Module Leader

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

- Accommodation and travel (face to face courses) – You are required to attend face to face classes as part of the course. You are responsible for arranging their own accommodation if it is required to support timely access to classes. Costs will be dependent on your choice of accommodation.

- Technology – You are required to have access to a laptop, desktop computer or mobile device to support learning and assessment. The costs will be dependent on your choices. For distance learning students, UCFB|GIS Online Hub is compatible with mobile devices, including tablets. However, you will need an internet connection in order to view the content as part of your course. UCFB|GIS also has an app which you can download from the app store on iOS and Android so that you can access content on the go. Simply search for 'UCFB|GIS Online Hub'.
- Kit (coaching courses) – GIS coaching kits (optional) - £100
- Stationery equipment – paper and pens are required. Costs will vary dependent on your choice.
- Books, journals and periodicals – books will be available to access in the UCFB|GIS and UEL library. If you wish to purchase books they can do so, however this is not a requirement.
- Printing – printing credits are required to print documents on UCFB|GIS sites. For the 2021/22 academic year, copies are 5p for black and white and 15p for colour.

Alternative Locations of Delivery

The course is awarded by the University of East London and is taught by UCFB|GIS in Manchester, London (Wembley) and distance.