



## COURSE SPECIFICATION

Course Aim and Title	MSc Football Coaching
Intermediate Awards Available	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Teaching Institution(s)	<ul style="list-style-type: none"><li>• UCFB Etihad Campus (Face to Face, Blended)</li><li>• UCFB Wembley (Face to Face, Blended)</li><li>• GIS Global Study Locations (Blended)</li></ul>
Alternative Teaching Institutions (for local arrangements see the 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 Characteristics Statement for Master's Degrees (2019)
Additional Versions of this Course	Part-Time  Blended
Date Specification Last Updated	September 2021



## Course Aims and Learning Outcomes

The main educational aims of the course are to:

- Provide opportunities for students to solve complex problems related to the football industry.
- Develop the students' capacity to critically interrogate theories that inform football coaching and analysis principles and practice in a football context.
- Develop systematic knowledge and understanding of the theory and practice of coaching and training to enhance football performance.
- Create an environment in which students are able to relate theory to practice, solve problems creatively, apply new and existing skills, and demonstrate awareness of emerging issues in football.
- Equip students with a range of research skills necessary to design and conduct applied research in a football context.
- Evaluate critically current research and advanced scholarship in the discipline' or 'to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

What you will learn:

### Knowledge

- Explore concepts underpinning a personal coaching philosophy
- Apply and justify football coaching models and frameworks and critique approaches within football coaching practice
- Explore and critically review components underpinning sound reflective processes in football coaching
- Evaluate the theory and practice of football coaching for performance enhancement.
- 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 sport industry complexities and issues.

### Thinking skills

- Scrutinise personal processes in relation to planning and delivery of sessions
- Demonstrate how to apply tactical and strategic skills to complex football problems
- Articulate high levels of expertise in selecting methodologies and in conducting an applied project that addresses sport industry complexities and issues.
- Scrutinise the planning and delivery of coaching sessions in relation to key performance indicators relevant to the coaching context.



- Critically evaluate theoretical and applied performance analysis practices in varied contexts
- 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

- Critically evaluate personal process and the impact on performers using sound objective methods
- Communicate effectively both in writing and electronically as well as showing listening skills, the ability to present and negotiate with team members.
- Demonstrate a critical understanding of principles of play, levels of critical thinking, analysis and decision-making
- Engage in critical thinking, analysis, synthesis and decision-making.
- Evaluate topics and issues within a sports 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, underpinning 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
- Demonstrate an effective use of computer-aided research skills
- Critically reflect upon the perception of social competence within coaching practice in order to compose an action plan for future development of coaching practice.

## Learning and Teaching

This course is delivered at excellent professional sporting venues similar to those 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 lectures, seminars, workshops, tutorials and practical 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. Proactive use of the VLE and mobile technologies engage 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 coaching sessions.

### **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 feedback on the summative assessments will be provided

### **For Blended Students:**

This programme will be delivered in two ways. Firstly, and in the main, students will receive materials via the online UCFB learning platform, where students work through structured lessons with the 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; however, each module will have several live sessions that will be focused on the clarification and expansion of key concepts. These sessions are playing a key role in providing a platform fostering a community of learning between tutor and students. Overall student will receive a minimum of 2 hours per week face-to-face.



Secondly, students will attend short but intense blocks of taught face to face lectures, seminars, workshops and practical sessions at two points during the academic year. During these sessions, students will have the opportunity to have contact with academics and practitioners immersed in the football industry. During taught blocks, students will be involved in tutor lead coaching sessions before delivering sessions with their peer group which can/will form part of the assessment process dependent on the module being taught. Whilst face to face blocks may not be directly delivered in line with all modules, the content from these modules may well underpin and support the learning and assessment process. Equally, the experiences within the face to face elements will support the completion of other modules.

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.

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 practical coaching sessions (in personal and course contexts), video and performance analysis, group work, participation observation, session planning, live debates, critical reflection and applying concepts to solve problems or evaluate scenarios. This will be supported via individual and groups tasks and online forums.

Subject-based practical skills are acquired through assessments, reflection upon the practical delivery of coaching and coaching-related responsibilities, 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.

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, reflective writing as well as practical coaching sessions. 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	UO7005	Applying Football Principles: Tactics and Strategies	30	Core	N
7	UO7008	Philosophy in the Coaching Process	30	Core	Y



7	UO7001	Analysis of Football Coaching Practice	30	Core	N
7	UD7010	Global Sports Leadership	15	Core	Y
7	UO7004	Applied Research Project and Placement	45	Core	Y
7	UO7007	Match and Performance Analysis in Football	30	Option	Y
7	UO7003	Applied Reflective Practice	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

It is possible to move from full-time to part-time study to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

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 web site ([www.ucfb.ac.uk](http://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.
- Accommodation and travel (blended courses) – You are required to attend face to face classes to support learning in two modules. The face to face sessions are delivered in two, week-long blocks at one of the GIS campuses (you will identify the most suitable campus at application). You are responsible for arranging your own travel and accommodation to support timely access to classes during the study blocks. Costs will be dependent on your choice of travel and 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 online and blended learning students, UCFB 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 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 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 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 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 in Manchester (Etihad Campus), London (Wembley) and GIS Global Study Locations.