



**Plymouth Marjon University**

***Exeter College***

**Teaching, Learning and  
Assessment  
Handbook for  
*FdA Football Coaching & Development*  
2023-24**

Dear Student,

### **Important – please note**

**The College will do its best to provide appropriate support for students with a disability. In the context of Higher Education study, the term disability covers a range of impairments, medical conditions, mental health issues, and specific learning difficulties.** We have put in place a few changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

**So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University**

**If you have already told us about a disability**, we may ask you for further information or invite you for a meeting with the DSA Supervisor, if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also offer information, advice, and guidance about applying for **Disabled Students' Allowance (DSA)** <https://www.gov.uk/disabled-students-allowance-dsa> via Student Finance.

**If you have a disability but have not yet told us about it**, please contact:

Carmen Dix  
DSA Supervisor/Advisor  
HE Learning Support - Room G07  
Victoria House (33/36 Queen Street)  
Exeter College  
Exeter  
EX4 3SR  
Telephone: 01392 400443  
Email: [dsa@exe-coll.ac.uk](mailto:dsa@exe-coll.ac.uk)

While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could impact negatively your experience of the course or even your ability to complete your course or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies. We can also address any health and safety issues and relevant academic or professional expectations and if necessary, advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study, and to be able successfully to complete your university course.

If you are an apprentice and you need further support, please speak to your Skills Officer.

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# WELCOME AND INTRODUCTION

## 1. Welcome and Introduction to FdA Football Coaching & Development

Welcome to the Foundation Degree (FdA) in Football Coaching & Development in liaison with the University of St Mark & St John. The aim of the programme is to 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 enhancement of football.

The FdA in Football Coaching & Development 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 football has become a large, dynamic, volatile and complicated industry. 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 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 Football Coaching & 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 Football Coaching & Development 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 or continue their degree-level experience through a relevant top-up programme.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Teaching, Learning and Assessment Handbook contains important information including:

- Who will be teaching and providing support to you
- Details of your programme of study and assessment

**Note:** the information in this handbook should be read in conjunction with Higher Education information available on the [Higher Education Sharepoint page](#) which contains student support

based information on issues such as finance and studying at HE along with the University's Student Handbook available here: [University of St Mark & St John Student Handbook](#) and your Programme Quality Handbook available on your programme virtual learning environment.

## 1.1. Staff / Student Communication

<b><u>Adult Quality and Student Experience Manager</u></b>	<b><u>HE Department contacts</u></b>	<b><u>HE Librarian</u></b>
<p>Marianne Readman</p> <p><a href="mailto:HEOffice@exe-coll.ac.uk">HEOffice@exe-coll.ac.uk</a></p>	<p>Tracey Cheetham – HE Department Co-ordinator</p> <p><a href="mailto:traceycheetham@exe-coll.ac.uk">traceycheetham@exe-coll.ac.uk</a></p> <p>Amy Cockram – HE Administrator (contact for Marjon programmes)</p> <p><a href="mailto:amycockram@exe-coll.ac.uk">amycockram@exe-coll.ac.uk</a></p> <p>01392 400249</p>	<p>Please visit your subject specific LRC and the LRC pages on Moodle:</p>
<b><u>HE Wellbeing/Support</u></b>	<b><u>HE Careers/ Employability</u></b>	<b><u>Student Experience Lead</u></b>
<p>College Wellbeing Team – the wellbeing officers can also refer students to the College Counselling Team in Appropriate.</p> <p><a href="mailto:studentexperience@exe-coll.ac.uk">studentexperience@exe-coll.ac.uk</a></p> <p>Carmen Dix - Supervisor/Advisor HE Learning Support</p> <p><a href="mailto:dsa@exe-coll.ac.uk">dsa@exe-coll.ac.uk</a></p> <p>01392 400443</p>	<p>Deborah Kearney</p> <p><a href="mailto:deborahkearney@exe-coll.ac.uk">deborahkearney@exe-coll.ac.uk</a></p>	<p>Kat Toomey</p> <p><a href="mailto:kattoomey@exe-coll.ac.uk">kattoomey@exe-coll.ac.uk</a></p>

College and programme staff will communicate with students in the following ways:

- Email
- Text messaging
- [Higher Education Sharepoint page](#)
- University of St Mark & St John [Canvas](#)

- Programme Notice-Board
- Adult Student Hub
- Student Support teams (see Sharepoint page)

It is in your interest to check all of these on a regular basis to ensure you have not missed important messages.

## **1.2. Student Voice**

Your opinions and needs, often known as ‘Student Voice’, are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that ‘Student engagement is all about involving and empowering students in the process of shaping the student learning experience’. Thus, the Student Voice is important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement, and management of their course.

The Student Voice is one of the tools we have at our disposal to facilitate real, positive change in partnership with our University Level student community. We are committed to the ongoing improvement of our services, but it relies heavily on the exchange of feedback between students and staff so that we can focus our efforts effectively.

There are many opportunities for the student voice to be heard within an academic year. Student Reps will be invited to share their views at regular course level Programme Committee Meetings. Student feedback is taken very seriously and is acted upon as much as possible to ensure student satisfaction. Unfortunately for operational reasons, not everything is feasible, but we will maintain a commitment to transparency on these occasions.

In addition to the formalised student voice meetings processes, we aim to offer informal feedback through an open contact policy with the Student Experience Lead. Informal feedback made through this contact route will be logged and presented alongside the regular student voice activities.

You can find the Student Voice page here:

<https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Adult-Student-Voice.aspx>

## **1.3. Student surveys**

You may be asked to participate in surveys throughout your course to give us feedback during your course, and we encourage you to provide feedback throughout the year. You can also give us feedback by visiting the Student Voice page.

Surveys provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback, so it is key to engage with these surveys to have your voice heard.

## 1.4. Your Virtual Learning Environment

Your Programme Manager will introduce you to the College's VLE also known as Moodle, each programme will have its own Moodle page which you will find resources such as:

- Module guides - Teaching, Learning and Assessment
- Teaching materials
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing

Your course Team may also use Microsoft Teams to support delivery of your course.

## 1.5. Your Library - Learning Resources

You will be introduced to using the Learning Resource Centres (LRCs) during your induction. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies.

Each Learning Resources Centre has:

- Networked PCs for student use. A Mac suite and TV studio is also available at the Creative Industry Learning Resources Centre
- Wi-Fi facilities allowing students full network access on their own IT equipment.
- Self-service photocopying and binding services

The online library catalogue is available both on and off campus. Students can use the catalogue to renew and reserve items, and media equipment and PCs can be booked via the online booking systems.

Full information on the range of services and resources and how to contact the Learning Resources Centres can be found on the Learning Centre portal pages:

<https://adexecollacuk.sharepoint.com/sites/lrc/SitePages/Higher-Education.aspx>

You will also have access to online resources available from Plymouth Marjon University.

# DISTINCTIVE FEATURES OF THE FOUNDATION DEGREE

## 2. Distinctive Features of the Foundation Degree

As with many foundation degree programmes, there is a clear 'hands-on', practical focus to many of the academic modules, permitting a clear link between academic theory and real-life practice. The integration of formal coach education and development opportunities (through partnerships with the Devon County Football Association) give each student the chance to further enhance their employability. This can be seen explicitly through the direct imbedding of coach education opportunities within distinct modules of learning (e.g., FA Futsal Level 1 as part of FDVC01, and FA Introduction to Football Coaching as part of SCOC01). Whilst other courses (e.g., UEFA C Licence) are readily available to all students outside of the curriculum; this close connection between academic theory and industry practice through such qualifications, provides evidence of some real distinctiveness to this programme, in line with the traditional ethos of foundation degree study. Additionally, the links that have been built up with key industry providers (e.g., Exeter City FC) adds relevance and credence to many academic sessions and assessments, with students regularly given the opportunity to view, understand and (at level 5) deliver on real projects with key external organisations. Not only does this add distinctiveness to the programme, but aids students in building networks, and enhancing their confidence for either employment or further study. The recent development of sports facilities at the College site provides Football Coaching & Development students with a fantastic learning environment in the heart of Exeter.

### 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.
- To enhance employability with the development of a range of skills and attributes relevant to football coaching and development.
- 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.



- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities within the football industry.
- 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.

### 3. Course Contact List

Throughout your studies you will encounter numerous staff who are able to help and support you with your studies. These include teaching staff as well as the College HE Office. The relevant contact details for these staff are as follows:

Name	Role	Email
Jack Gill	Programme Manager	<a href="mailto:JackGill@exe-coll.ac.uk">JackGill@exe-coll.ac.uk</a>
Dan Pulsford	Lecturer	<a href="mailto:DanPulsford@exe-coll.ac.uk">DanPulsford@exe-coll.ac.uk</a>
Jon Hill	Lecturer	<a href="mailto:JonHill@exe-coll.ac.uk">JonHill@exe-coll.ac.uk</a>
Todd Scrace	Lecturer	<a href="mailto:ToddScrace@exe-coll.ac.uk">ToddScrace@exe-coll.ac.uk</a>
Ali Hill	Lecturer	<a href="mailto:AliHill@exe-coll.ac.uk">AliHill@exe-coll.ac.uk</a>
Aaron Wakely	Football Coach	<a href="mailto:Aaron.Wakely@ecfc.co.uk">Aaron.Wakely@ecfc.co.uk</a>

#### 3.1. Programme Leader

**Jack Gill** studied Coaching and Fitness foundation degree at Exeter College before progressing on to the University of St Mark & St John to study the same subject at Bachelor of Science level and graduating with First class honours in 2014. Jack has been lecturing at Exeter College since 2013 and completed his Certificate in Education from Plymouth University in 2016, achieving a grade 1 – Outstanding grade overall. In addition to his academic accomplishments, Jack has gained relevant vocational qualifications and experience. Since 2011 Jack has gained football coaching experience through extensive part-time work at Exeter City FC. This has included performance level coaching roles with both Exeter College Academy and Exeter City FC Youth Academy since 2014. Jack has gained numerous vocational National Governing Body qualifications, achieving a Level 2 and UEFA B Licence in Football Coaching as well as The FA's Youth Module Award. Jack recently completed an MA: Education Leadership at the University of Exeter. In addition to managing this course, Jack is also Deputy Head of Faculty for Sport and Physical Education.

#### 3.2. Module Leaders

Each module you study will have a member of staff who leads on this, although others may teach on it throughout the year. They have expertise in their subject area and will be able to guide you to the necessary resources to help you succeed.

Module Leader	Modules Taught
Jack Gill	<ul style="list-style-type: none"> <li>• FCDD51: Talent Identification &amp; Development in Football (20 credits)</li> <li>• FDVD90: Engaging in Employment: Football Development &amp; Coaching (linear 20 credits)</li> <li>• SCPC01: Coaching &amp; Teaching: Process &amp; Practice (20 credits)</li> <li>• FCDC52: Introduction to Football Business &amp; Management (20 Credits)</li> <li>• SPDD25: Research Methods (linear 20 credits)</li> </ul>
Todd Scrace	<ul style="list-style-type: none"> <li>• SCOC04: Introduction Analysis in Sports Coaching (20 credits)</li> </ul>
Dan Pulsford	<ul style="list-style-type: none"> <li>• FDVC90: Engaging with Learning: Football Coaching &amp; Development (linear 20 credits)</li> <li>• FCDC51: Foundations in Football Development (20 Credits)</li> <li>• FDVCO1: Football in the Community (20 credits)</li> <li>• FCDD02: Football Event Management (20 credits)</li> </ul>
Ali Hill	<ul style="list-style-type: none"> <li>• SCOD03: Sport Science for Sport &amp; Physical Education (20 credits)</li> </ul>
Jon Hill	<ul style="list-style-type: none"> <li>• SCOD04: Coaching Theory &amp; Practice (20 credits)</li> </ul>

### 3.3. Personal Tutor

Jack Gill – [JackGill@exe-coll.ac.uk](mailto:JackGill@exe-coll.ac.uk)

Your personal tutor should be the first person at the College that you speak to if you are having any personal difficulties that are affecting your work. These could be academic, financial, health-related or another type of problem.

Your Personal Tutor is there to support your learning needs and he or she can offer advice or recommend that you enroll on a study skills course. Your main support for academic issues relating to specific modules will be the lecturer who is teaching that module.

Your tutor will be the person who, if the College is asked, will write a personal reference for you during, or on completion of course.

College and programme staff will communicate with students in the following ways:

- Email
- Text messaging
- [Higher Education Sharepoint page](#)
- [University of St Mark & St John Canvas](#)
- Programme Notice-Board (*located on the second floor of the Victoria House building*)
- Adult Student Hub
- Student Support teams (see Sharepoint page)

# PROGRAMME STRUCTURES & PATHWAYS

## 4. Programme Structure and Pathways

An overview of the Football Coaching & Development programme structure is shown in the table below. 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. Some modules are delivered in semester A, some in semester B, and some across both semesters (X). Staff have ensured that there is a correct balance of modules studied across levels 4 and 5 to aid in helping students to manage workloads.

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. This provides distinctiveness to the course in comparison to traditional courses offered by the Football Association in terms of content and essential underpinning of theories and strategies, as students will be able to expand their knowledge of coaching and development processes and theories and apply these into a practical environment more purposefully. That said, students will also get the chance to receive such industry-relevant qualifications (e.g., FA courses) directly within specific modules of learning. This can be evidenced through the FA Futsal Level 1 and FA Coaching Disabled Footballers courses in FDVC01, and the FA Level 1 as part of SCOC01. The FA Level 1 qualification also includes initial training in safeguarding and emergency aid, which will complement the UK Coaching safeguarding qualification received as part of timetabled activity on the FDVC90 module. The FA Level 2 coaching award will be available as an extra-curricular CPD opportunity for all students on the programme, with appropriate mentoring provided by programme staff. Many similar programmes offer coach education opportunities as part of their degree offer to aid in enhancing employability; however, the number of formal qualifications imbedded into this programme provides further evidence of its distinctiveness, and commitment to developing students' industry skills.

Modules with a football 'coaching' focus include SCOC01, SCOC04, SCOD03 and SCOD04. 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). 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 'development' focus include FCDC51, FCDC52, FDVC01, and FCDD52. 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 FDVC90 and FCDD51 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 SPDD25 and FDVD90 will give students the chance to choose their preferred focus of study following a period of consultation with programme staff. There are also clear links between topics covered at level 4, and those at level 5. For example, wider football development opportunities are taught in FCDC51, and then developed further into player pathways for talent in FCDD51. Students receive an introduction to coaching in SCOC01, and then develop this further (through critical analysis of philosophies and concepts of power) in SCOD04. This is seen further with links between FCDC52 and FCDD52, and SCOC04 and SCOD03; to promote clear pathways through the programme.

## Programme Structure for FdA Football Coaching & Development

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester/ Term <sup>^</sup>	C/O*	Non- condonabl e#
				%age Course work	%age Exam	%age Practic al			
Level 4	FDVC90	Engaging with Learning: Football Dev. & Coaching	20	100			X	C	
	SCOC01	Coaching & Teaching: Process & Practice	20	70		30	X	C	
	FCDC51	Foundations in Football Development	20	100			A	C	
	FCDC52	Introduction to Football Business & Management	20	100			A	C	
	SCOC04	Introducing Analysis in Sport Coaching	20	100			B	C	
	FDVC01	Football in the Community	20	50	50		B	C	
Level 5	FDVD90	Engaging in Employability: Football Dev. & Coaching	20	100			X	C	✓
	SCPD02	Research Methods	20	100			X	C	
	FCDD51	Talent Identification & Development in Football	20		50	50	A	C	
	FCDD52	Football Event Management	20	70		30	A	C	
	SCOD03	Sport Science for Sport & Physical Education	20	50		50	B	C	
	SCPD04	Coaching Theory & Practice	20	60		40	B	C	

### Key:

<sup>^</sup> For modules delivered by semester:

- X = modules delivered across Semesters A and B
- C = compulsory; O = optional

Or  
X\*

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

## 5. Course Resources

Resources to support your studies can be accessed online via the College Class Moodle site. In addition, there are a variety of texts available through the library. You also have access to a wide range of resources through Plymouth Marjon University which will provide essential reading materials and journal articles.

In addition to the core academic materials, you will also have access to Exeter College's state-of-the-art fitness centre, Central Fitness. Here you will be provided with the opportunity to conduct

<sup>1</sup> a definitive module descriptor is required for each module

performance analysis sessions (SCOC04) and explore the theories behind sports science in coaching (SCOD03).

## 6. Enhancement Activities

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)
- Performance Analyst/Scout
- Sport Scientist (Football)
- Football Management/Marketing (Commercial Providers)
- Football Coach – own business (Schools/Grass-Roots Clubs)

Furthermore, additional professional qualifications are available, including:

- FA Level 1
- FA Level 2
- UEFA B License
- Futsal Level 1
- FA Youth Award Module 1
- FA Youth Award Module 2

## 7. Employment and Progression Opportunities

The Football Coaching & Development 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. Through the link with the validating institution (Plymouth Marjon University), 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.

### Graduate (Level 6)

- BA (Hons) Football Development & Coaching
- BA (Hons) Sports Development
- BA (Hons) Sports Coaching
- BA (Hons) Sport, Coaching, & PE

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

## Postgraduate (Level 7)

- Post Graduate Certificate in Education
- MA Applied Sports Development
- MSc Sport Coaching

To progress to the 3<sup>rd</sup> year top-up route at University of St Mark & St John you are required to pass your Foundation Degree with an overall aggregate grade of 50% from year 1 and 2 modules. In some cases, you are also required to complete a bridging assignment before progressing and this will form your dissertation proposal for year 3.

All students wishing to progress to a top-up route at Marjon need to apply for their chosen course through UCAS ([www.ucas.com](http://www.ucas.com)) before the deadline date set. These applications as started at the beginning of year 2 of study.

It is possible to progress to another institution to complete your studies, but this may require a year 2 entry and students should discuss these options with their tutor and ensure they have carried out the necessary research before embarking on this option.

It is possible to progress to another institution to complete your studies but this may require a year 2 entry and students should discuss these options with their tutor and ensure they have carried out the necessary research before embarking on this option.

### Calculation of Foundation Degree grades:

Your Programme Manager has access to University staff and is able to communicate your questions regarding progression to programmes at the University of St Mark & St John.

Progression routes are correct at the time of publication but may subsequently be amended. More information on individual programme progression is available in your Programme Quality Handbook.

## 8. Teaching, Learning and Assessment

The Football Coaching & Development programme offers improved access to higher education promoting 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 promote sessions that are rooted in current practice. 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 (as below) ranging from lead lectures; seminars; focus group discussions; and practicals. 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.

### 8.1. Learning Enhancement

Method	Description
Group lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Digital and video analysis	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Group discussions	A focus group work together to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts.
Experimental Learning Activities	Similar to group discussions, with students given the flexibility and creativity to solve complex issues within small working groups. Can take place in practical as well as formal classroom settings.
Practical sessions	Student activity e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions, project delivery in the local community, and conditioning sessions in the fitness suite.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.
Seminar groups	A larger group of people (e.g. 12-20) following up something that has already been introduced on the course. Often involves reading relevant reading followed by discussion/group tasks.
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.
Tutorials	One-to-one teaching usually for counselling purposes based on the learners' work.
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 work on 'team' projects.

Independent learning	Activities where an individual learner conducts research or carries out a learning activity on their own.
Industry Simulation	Learning events which take place within a working environment, enabling learners to develop 'real' skills and practices within a community setting.
Field Trips/Visits	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. Often undertaken offsite.
Work Placement	A period of learning within an external environment, designed to enhance both subject-specific, and wider graduate employability skills.
Virtual learning environment	A software system designed to support coaching and learning in an educational setting. A variety of innovative reusable and blended learning materials can be utilised through this medium.

### **e-Learning**

The use and deployment of e-resources in delivery of the Football Coaching & Development programme is crucial to maintain professional standards and allow the dissemination of information between practitioners. Students within the Football Coaching & Development programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience. The subject team will also look to expand learning resources such as e-books and review resources available in the VLE. Teaching examples include the use of edublogs to review placement experiences (FDVD90), on-line assessments, and the provision of podcasts, discussion forums and reusable learning objects. Such online learning and assessment modes enhance the integration of digital scholarship for all students.

## **8.2. Modes of Assessment**

The assessment strategy of the Football Coaching & Development 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 those in the table below.



Method	Description
Essay	A written response to a football coaching and/or development question based on synthesis and analysis, which can be timed.
Learning Agreement	A series of small tasks, which maps a student's effectiveness across a range of important study skills. This includes an assessment of their ability to reference with accuracy, review peer-reviewed articles, complete CPD tasks, and manage data.
Introductory Written Exercise	A short formative piece of work, that isn't graded, but gives students appropriate feedback on writing skills ahead of more formal assessment.
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.
Short Developmental Project	An assessment based on the creation of an edublog, which demonstrates the student's engagement with industry through contemporary debates and practice. Also assesses competency with ICT.
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 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: SCOD04) or the delivery of a real football project (e.g. event: FCDD52).
Reflective Journal	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is 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 or case study. This may include practical research.
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 exam conditions.
Critical Review *	Similar to an essay, so usually a written response to a football coaching and/or development issue based on synthesis and analysis of the set topic.

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that **ALL** assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board. If you do well enough, i.e. you average a mark of over 70% over all your modules at the end of your programme then you will qualify for the award of an FdA Football Coaching & Development with distinction. You should note marks of 70% and over are awarded for outstanding work only.

Please see Appendix 1 for the generic grade descriptors.

### **8.3. Submission of Assessed Work and extenuating circumstances**

All work should be submitted on Moodle by the given deadline unless a extenuating circumstances claim is made.

If a piece of work is submitted late and there has been no application for extenuating circumstances/ the extenuating circumstances claim is found to be not valid by the panel then this work will be counted as a fail and you will potentially be given a resubmission opportunity in the summer.

Extenuating circumstances (also known as mitigating circumstances) are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question

Students who wish to claim extenuating circumstances should apply, with independent supporting evidence, by completing the online form on the Student SharePoint page (you can find this at <https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/AcademicSupport.aspx>)

For any queries or support with extenuating circumstances contact the [heoffice@exe-coll.ac.uk](mailto:heoffice@exe-coll.ac.uk)

#### **Assessed coursework / major project / dissertation or equivalent:**

Extenuating circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

#### **Examples of circumstances which would NOT normally be considered valid:**

- You slept in or your alarm clock did not go off.
- Your car broke down, or your train or bus (or equivalent) was delayed or cancelled, unless you can show that you'd made reasonable allowance for such disruption.
- Childcare problems, or problems with similar caring responsibilities which could have been anticipated.
- Unspecified short-term anxiety from all sources, mild depression, or examination stress.
- Minor illness, such as a cough/cold/sore throat or minor viral infection, unless the illness is incapacitating and at its peak at the time of a time-specific assessment such as an exam or test.
- Accidents or illness affecting relatives or friends, unless serious, or you are a sole carer.
- Financial problems, excluding cases of exceptional hardship or significant changes in financial circumstances since enrolment.

- Family celebrations, holidays, house moves, or similar events, in which you have input to, or control over, the date or may choose not to participate.
- Computing problems, such as corrupt data or media, poor internet connectivity, printer failure, or e-submission of an assessment file in an incorrect format, or lack of access to IT facilities because of debt sanctions imposed by the University.
- Problems with postal or other third-party delivery of work.
- Misreading timetables of any kind, or time management problems, such as assessment deadlines close to each other.
- Appointments of any kind, including legal or medical appointments, which could be rearranged.
- Sporting, recreational, or voluntary commitments, unless you are representing the College at national level or your country at international level or participating in an event that is of benefit to the College's national or international reputation.
- For full-time students, normal pressures of employment, because, by enrolling as a student, you have made a commitment to make time available to study

**Examples of circumstances which MIGHT be considered valid:**

- Your own health problems, including major accident or injury, acute ailments, hospitalisation (including for operations), or those affecting a significant period of study.
- Personal or psychological problems for which you are receiving counselling or have been referred to a counsellor or similarly qualified practitioner.
- Clinical depression or other significant mental health issue.
- Pregnancy-related conditions and childbirth (including a partner in labour).
- Bereavement causing significant impact.
- Separation or divorce of yourself or your parents.
- Recent burglary, theft, or serious car accident.
- Jury service which cannot be deferred.
- Representing the College at national level, or your country at international level, or participation in an event that is of benefit to the College's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, meaning you have not had the appropriate support for assessment, including provision in exams.
- Unavailability of the DLE where the module lead confirms that this would have a significant impact on your preparation for an assessment or exam.
- Disruption in an exam or assessment, such as a fire alarm going off, or excessive noise from building works.
- A significant change to your financial circumstances after enrolment, such as withdrawal of Student Finance England (SFE) funding or its equivalent mid-year.
- Interviews for placements, but only in cases where you have asked the employer or provider to reschedule, but this has not been possible.
- Significant positive life events, such as weddings of close family members, where you can show that no alternative arrangement, such as the date or your attendance, is possible.

The Marjon Extenuating Circumstances policy is available at <https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/> (see section 4)

## 8.4. Assignment Feedback Form

The majority of assessed work such as essays and written reports will be submitted through Turnitin via the relevant module page on the Exeter College Moodle website. Therefore, lecturers will complete the majority your feedback on Turnitin through in-text comments and an overall feedback summary. However, in some cases the assessor may use the following feedback form:



FdA / FdSc:  
ASSIGNMENT GRADING FORM

<b>Student:</b>					<b>Lecturer:</b>				
<b>Programme:</b>					<b>Date Submitted:</b>				
<b>Module Title:</b>					<b>Module Code:</b>				
<b>Knowledge &amp; Understanding*</b>	Very poor	Poor	Inadequate	Acceptable	Satisfactory	Good	Very good	Excellent	Outstanding
<b>Intellectual Skills*</b>	Very poor	Poor	Inadequate	Acceptable	Satisfactory	Good	Very good	Excellent	Outstanding
<b>Transferable Skills*</b>	Very poor	Poor	Inadequate	Acceptable	Satisfactory	Good	Very good	Excellent	Outstanding
<b>Professional / Practical Skills*</b>	Very poor	Poor	Inadequate	Acceptable	Satisfactory	Good	Very good	Excellent	Outstanding
<p>*Please refer to your Module Handbook for the descriptors which are being assessed and the distribution of marks across them. For more detailed feedback, please refer to the marking grids in the Assessment Handbook.</p>									
<b>Overall comments</b>									
Grade:	<b>Fail</b> <40%			<b>Pass</b> 40%+			<b>Pass with Distinction</b> 70%+		
Marks Awarded:									
<b>Students are reminded that the mark shown on this sheet is PROVISIONAL until verified by the Award Board</b>									

Assessor's Signature:	Date:
Internal Moderators Signature:	Date:

## 8.5. Return of Assessment and Feedback

The majority of assessed work such as essays and written reports will be submitted through Turnitin via the relevant module page on the Exeter College Moodle website.

However, some assessment methods including presentations, practical assessment, case studies, seminars and timed examinations require other methods of submission such as video evidence and the handing in of notes. It is the module leader's responsibility to communicate this with students during the course.

Failure to meet assessment deadlines will result in the maximum achievable grade being capped at 40%. In cases which meet the extenuating circumstances criteria students must contact their module leader and tutor and complete the relevant paperwork.

You can also find Plymouth Marjon University's Assessment Regulations at [https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/\(section 3\)](https://www.marjon.ac.uk/about-marjon/institutional-documents/student-regulations-framework/(section%203))

Marked work to be returned within 15 working days.

For grade descriptors please see Appendix 1 at the end of this handbook.

## 8.6. External Examiner's Report

External Examination checks that we are operating appropriate quality assurance and maintaining national standards for our programmes.

An External Examiner (EE) is allocated, who is a subject expert, to conduct sampling of assessment instruments and assessed student work in order to provide judgments and feedback. External Examiners support your programme team in identifying good practice and areas for further development, giving us guidance on how we can improve your assessment.

If you wish to view your programme's latest EE report please speak to your Programme Manager in the first instance.

## 9. Referencing Guide

The University of St Mark & St John provide students with resources and guidance on referencing and plagiarism through the [Academic Skills](#) area of their Learning Space.

There is also guidance on study skills and referencing on the following Exeter College areas of the Learning Centre Portal:

[Academic Support](#)

[Study Skills Guides \(sharepoint.com\)](#)

[Essential Information for Higher Education Learners \(sharepoint.com\)](#)

Please note that you will be asked to use APA (7<sup>th</sup> edition) referencing which is used at Plymouth Marjon University.

You may also like to purchase a copy of the referencing guide '*Cite them rite*' or access one of the library copies of this.

It is also important that you take note of both the Exeter College and University of St Mark and St John Plagiarism Policies and Academic misconduct to avoid the associated penalties resulting from such offences. These can be found at:

[University of St Mark & John Misconduct Procedures](#) (see sections 14 and 15)

[Exeter College Plagiarism, Malpractice and Maladministration Policy](#)

## 10. Your approach to studying

Below there are some **key messages to you as a new student**. The rest of this section gives a detailed explanation of what to expect and where you can find help as you begin your studies.

Probably the most significant difference between university level study and secondary education is the amount of personal responsibility you have. This has implications for how you approach your studies:

**You will receive some 'traditional teaching'** – when lecturers tell you what you 'need to know' – **but you will have to take responsibility for acquiring** all the required knowledge for the level 4/5 and requirements, especially for higher grades, where development as an independent learner is required.

**If you read nothing else in this section, please read this:**

### **Key Messages to become a Successful Student:**

**You must take responsibility for your own studies.** We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

**Plan your time carefully.** Write a personal timetable as soon as you can.

**Attend all lectures and take notes.**

**Do not miss deadlines.**

**Read extensively around your subject.** Just being familiar with the set textbooks is unlikely to be enough to pass.

**Seek help, if you need it, as soon as possible.** If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your

problem has nothing to do with your programme, it may have an effect on your ability to study. Let someone at the College know – ignoring problems will only make things worse later on.

At this level of study, **you will be treated as a responsible adult**, capable of acting on your own initiative. This new freedom can be exciting and stimulating but it can also be worrying or even frightening at times. You may be used to a learning or workplace environment with more fixed hours and routine activities, so your weekly timetable may not appear to be particularly full. For example, the contact time that you have with lecturers will be a fraction of the hours that you should expect to spend on the module as a whole. As an indication, the average amount of 'total student effort' expected for a 15-credit module will be around 150 hours, but you may only be timetabled for 50 hours. **You must, therefore, learn to use your time constructively.**

**Your most valuable learning will be done in your own time and in your own way.**

### **Student-centred Learning:**

- **Reading**

**You will not complete your programme successfully if you do not read regularly and in-depth.** You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library. Reading texts for higher education demands note-taking as well as reading skills, as with lectures (see section 3.4.1), keep careful notes from your reading.

- **Private Study**

Your private study time is likely to be taken up by different tasks for each Unit, by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, reflecting on any feedback on assessed work and building up a good set of notes for revision.

- **Study Groups**

In all our programmes, the College encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

- **Work-Based Learning**

Work-based learning in all its aspects is fundamental to all foundation degrees. College based learning will inform work-based activity and work-based learning will be vital in contributing to your understandings of theory and your success in assessment tasks. You should be sure to keep careful records of significant experiences in your work-placements so that you can refer to them with confidence in discussions and assignments.

- **Academic Teaching and Lectures**

Most modules have timetabled lectures. While lecturing styles may vary, you will need to develop note-taking skills and other techniques to help you get the most out of a lecture.

You should develop a style of note-taking that suits you. There is no 'right method' but certain general principles are useful:

- Your notes need to be an accurate record of the key points
- Notes should be neat and tidy and in such a form that they can be easily supplemented
- Notes should be presented in a logical fashion and deal with the essentials
- Make a note of questions or doubts and leave space to insert solutions later
- Keep a clear record of references – these will need following up

In some lectures, you will be given handouts of diagrams, key concepts or the material used to deliver the lecture in the form of presentation slides. These are often available for reference electronically. **Reading handouts or getting copies of slides is not a substitute for attending the lecture.** You will miss vital verbal information and guidance on your assessments.

Lecturers will not give you all the information on a topic but provide a structure from which you can work to develop your knowledge and ideas. While a lecture introduces important concepts, you will need to develop your understanding of these concepts by further reading, research, discussion and working through problems in tutorials.

- **Seminars/Tutorials/Workshops**

These sessions are meetings of small groups of students. Here you will have a chance to demonstrate what you have learnt and understood and to clarify areas you are not so sure about. Normally you will be assigned to a group and you will have to attend a specific timetabled slot, which will normally be weekly.

A lecturer will manage the session, although the focus is on students' contributions. Sometimes you will be given assignments beforehand, so you can prepare materials or you might be asked to lead the tutorial in an informal way, or give a formal presentation.

Seminars, tutorials and workshops are a crucial part of the learning process, as you have the opportunity to analyse problems and discuss issues in depth. You should come to these sessions prepared to participate fully. Although you may be shy at first, you will find that as the group gets to know each other and develop more confidence, these discussions become one of the most valuable parts of your learning.



- **Practicals**

Some units have timetabled practical or laboratory sessions these are for electrical and electronic circuit testing and field trips or site visits.

- **Other Academic Support**

Some modules may have relatively little formally timetabled teaching. This is part of a deliberate strategy to help you develop and manage your own learning. Where this is the case, there will be other academic support such as:

- Feedback on assessed work – to help you develop your knowledge, understanding and skills through undertaking assessments.
- Tutorials by appointment. Teaching staff normally have ‘office hours’ when you can book an appointment to see them.
- Student Portal and email. Some staff use these to initiate discussions and set up learning support groups for their units.
- Learning packs. Some units use learning packs for students to work through in their own time. These may involve exercises to help you develop your understanding of the materials.

## 11. Module Descriptor / Title and Code (For each module)

**Year 1:**



### Module Descriptor Definitive Document

<b>Module Code</b>	FCDC51
<b>Version</b>	1.1
<b>Module Title</b>	Foundations in Football Development
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2019
<b>Status</b>	Validated
<b>Subject Board</b>	SDE
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	A
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- An introduction to the role of the Football Association in the overall development of the national game
- An exploration of contemporary football policies, strategies and projects
- An insight and opportunity to experience innovative/creative projects and organisations that affect the wider development of the game
- An understanding of how the principles of sports development can be applied to various football contexts
- The recruitment, training and development of staff in football development and coaching

### Teaching and Learning Experience

- Lectures
- Practical application in coaching context
- Seminars
- Workshops

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Outline the role of the Football Association in the wider development of football in the UK
2. Compare the development of football in the UK to practices used in other countries
3. Critically evaluate the success of various football development projects and demonstrate an awareness of additional resources/organisations that can be used to promote the game to a wider audience
4. Use principles of sports development within practical football contexts

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Presentation (not marked anonymously)	up to 2500 words (or equivalent)	50%	1-3
Exam	up to 2500 words (or equivalent)	50%	3-4

## Indicative reading (APA 7th edition referenced)

### Books (up to 12)

- Cassidy, T. Jones, & R. Potrac, P. (2008). *Understanding Sports Coaching: The Social, Cultural and Pedagogical Foundations of Coaching Practice*. Routledge.
- Collins, M. (ed.). (2010). *Examining Sports Development*. Routledge.
- Coalter, F. (2013). *Sport for Development: What game are we playing?* Routledge.
- FA Learning, (2010). *The Future Game*. Football Association.
- Green, M., & Houlihan, B. (2005). *Elite Sport Development: Policy Learning and Political Priorities*. Routledge.
- Houlihan, B., & Malcolm, D. (eds.). (2016). *Sport and Society* (3rd Edition.). Sage.
- Houlihan, B., & Green, M. (2013). *Routledge Handbook of Sports Development*. Routledge.
- Hylton, K. et al. (eds.). (2013). *Sports Development: Policy, process and practice* (3rd Edition.). Routledge

### Journals (up to 6)

- International Journal of Sport Policy and Politics
- International Journal of Sport and Society
- Journal of Sport and Social Issues
- Soccer and Society

### Websites (up to 6)

- [www.devonfa.com](http://www.devonfa.com) [www.fifa.com](http://www.fifa.com)
- [www.internationalstreetssoccer.com](http://www.internationalstreetssoccer.com)
- [www.sportengland.org.uk](http://www.sportengland.org.uk) [www.sportdevelopment](http://www.sportdevelopment)

<b>Module Code</b>	FCDC52
<b>Version</b>	1
<b>Module Title</b>	Introduction to Football Business and Management
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2019
<b>Status</b>	Validated
<b>Subject Board</b>	SDE
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	A
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

#### **Content (Indicative)**

- An exploration of the complicated organisational structure of NGOs in UK football
- An exploration of good practice in theoretical aspects of leadership, business and management, and how this can be applied to the general governance of football
- Consideration of the financial issues affecting the management of football at grass-roots level
- An appreciation of the important role of marketing and promotion in the management of football projects at various levels

#### **Teaching and Learning Experience**

Modes of delivery:

- Group discussions
- Guest speakers
- Lectures
- Seminars
- Visits

#### **Module Learning Outcomes (MLOs)**

On successful completion of this module students will be able to:

1. Demonstrate an understanding of the key actors involved in running football in the UK

2. Apply that understanding to the governance of football at various levels
3. Demonstrate an understanding of key business and management functions, and how these can be applied to the football industry
4. Understand the way in which marketing can be utilised to promote football and increase finances available to a plethora of football agencies

### Assessment

Assessment task	Load	Weighting	Learning outcomes assessed
Report (not marked anonymously)	up to 2500 words (or equivalent)	50%	1- <sup>2</sup>
Presentation (not marked anonymously)	up to 2500 words (or equivalent)	50%	3-4

### Indicative reading

#### Books

- Bill, K. (2009). Sport Management. Exeter: Learning Matters.
- Chadwick, S. & Arthur, D. (2008). International Cases in the Business of Sport. Oxford: Butterworth Heinemann.
- Dobson, S. & Goddard, J. (2011). The Economics of Football (2nd Edition). Cambridge.
- Gifford, C. (2011). The Business of Football. London: Wayland.
- Hoye, R., Smith, A., Nicholson, M., & Stewart, B. (2015). Sport Management: Principles and Applications (4th edition). London: Routledge.
- Kuper, S. Szymanski, S. (2012). Socceronomics: Why England Loses, Why Spain, Germany & Brazil Win & Why the US, Japan, Australia, Turkey & even Iraq are Destined to become the Kings of the World's most popular Sport. New York: Nation Books.
- Robinson, L., Chelladurai, P., Bodet, G., & Downward, P. (eds) (2014). Routledge Handbook of Sport Management. London: Routledge.
- Trenberth, L. & Hassan, D. (2012). Managing Sport Business: An Introduction. London: Routledge.

#### Journals

- European Sport Management Quarterly
- International Journal of Sport Policy and Politics
- Journal of Sport Management
- Sport Management Review
- Soccer and Society

#### Websites

- [www.deloitte.com](http://www.deloitte.com)
- [www.football-league.co.uk](http://www.football-league.co.uk)
- [www.footballeconomy.com](http://www.footballeconomy.com)
- [www.forbes.com](http://www.forbes.com)
- [www.premierleague.com](http://www.premierleague.com)
- [www.sportbusiness.com](http://www.sportbusiness.com)

## Module Descriptor Definitive Document

<b>Module Code</b>	FDVC01
<b>Version</b>	1.2
<b>Module Title</b>	Football in the Community
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2016
<b>Status</b>	Validated
<b>Subject Board</b>	FDV
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	B
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- An exploration of the contested nature of the concept of 'community'
- An exploration of how the concept of 'community' is interpreted and applied across a variety of community football development initiatives
- Consider issues of equality in community sport exploring the 'target group' philosophy and barriers to participation in football
- Understand the way in which selected agencies can help to develop football in the community specifically considering the role of football in the community schemes

### Teaching and Learning Experience

- Blended Learning
- Lectures
- Seminars
- Tutorials
- Group discussion
- Field trips
- Practicals

### Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Demonstrate an understanding of the concept of community

2. Apply that understanding to the development of community football development initiatives
3. Consider issues and social theoretical perspectives in understanding inclusion and exclusion and analyse the 'target group' philosophy and participation barriers in community football development
4. Understand the role and function of football in the community schemes and how they work in partnership with external agencies to develop football in the community

### Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Presentation (nonanonymously marked)	up to 2500 words (or equivalent)	50%	1-4
Exam (unseen) (anonymously marked)	up to 2500 words (or equivalent)	50%	1-4

### Indicative reading (APA 7th edition referenced)

#### Books

- Coalter, F. (2013). *Sport for development: What game are we playing?* Routledge.
- Cashmore, E., & Dixon, K. (Ed.). (2016). *Studying football*. Routledge.
- Cashmore, E., & Cleland, J. (2014). *Football's dark Side: Corruption, homophobia, violence and racism in the beautiful game*. Palgrave Macmillan.
- Cashmore, E. (2010). *Making sense of sports* (5th ed.). Routledge.
- Collins, M. (Ed.). (2010). *Examining sports development*. Routledge.
- Green, K. (2010). *Key themes in youth sport*. Routledge.
- Giulianotti, R. (2015). *Routledge handbook of the sociology of sport*. Routledge.
- Holt, N. L. (2016). *Positive youth development through Sport*. Routledge.
- Houlihan, B., Green, M. (2013). *Routledge handbook of sports development*. Routledge.
- Houlihan, B., & Malcolm, D. (Eds.). (2016). *Sport and Society* (3rd ed.). Sage.
- Hylton, K (Ed.). (2013). *Sports development, policy process and practice* (3rd ed.). Routledge.
- Turner, D., & Carnicelli, S. (2017). *Lifestyle sports and public policy*. Routledge.

#### Journals

- International journal of sport policy and politics
- International review for the sociology of sport
- Journal of leisure research
- Journal of sport for development
- Soccer and society
- The journal of sport and social issues

#### Websites

- [www.argylecommunitytrust.co.uk](http://www.argylecommunitytrust.co.uk) [www.culture.gov.uk](http://www.culture.gov.uk)
- [www.footballfoundation.org.uk](http://www.footballfoundation.org.uk) [www.sportengland.org](http://www.sportengland.org)
- [www.sportdevelopment.info](http://www.sportdevelopment.info) [www.youthsporttrust.org](http://www.youthsporttrust.org)

<b>Module Code</b>	FDVC90
<b>Version</b>	1
<b>Module Title</b>	Engaging with Learning: Football Development and Coaching
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2016
<b>Status</b>	Validated
<b>Subject Board</b>	FDV
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	X
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### **Aim of Module**

This module aims to develop students' engagement with their own personal and academic development in order to support them as they make the step up to degree-level study within the university environment.

### **Content (Indicative)**

#### **Knowledge**

##### Personal and Social Development through practical activities:

Students will reflect on their academic, personal and professional aspirations and engage in personal development planning to achieve these. Using diagnostic work and learning completed during their induction and the early part of semester 1, students will summarise and prioritise their own personal development objectives for their first year at university and design and execute a Short Developmental Learning programme which will enable them to achieve a selection of these objectives. Academic Advisors will guide students for the duration of the module. Module and Programme teams and Professional Services Staff will offer further support. Students will also have the opportunity to develop a broad understanding of the sector or sectors of employment related to their programme of study.

#### **Skills and Understanding**

Managing oneself at university: how to be active, responsible, and safe, in the community of the University; managing workloads; working independently; operating well in groups; being attentive to diversity across the spectrum of differences; thriving as a student.



Accessing and creating resources: using library and media resources; utilising virtual learning environments, virtual collaboration; locating and evaluating digital resources; creating digital content in novel media; managing online identities and footprints.

Developing the core knowledge, skills and attributes of future graduates: including subject specific skills and attributes such as criticality; valuing and evaluating; social interaction and social intelligence; problem solving; creativity; a cross-cultural perspective; transdisciplinarity and Effective Citizenship.

## **Teaching and Learning Experience**

### Modes of delivery

The module will be introduced during induction. During the module, students will be supported by their Academic Advisors, Module teaching teams and Professional Services staff towards a greater understanding of how to develop their knowledge and skills in relation to their programme of study and their aspirations for the future.

Opportunities to identify personal strengths and areas where improvement will enhance their ability to engage with their university studies will be introduced by Academic Advisors within timetabled group meetings early in semester 1 and students will be expected to manage their own programme of attendance at additional relevant sessions delivered by Professional Services Staff and by engaging with opportunities presented via LearningSpace.

Module tutors will deliver timetabled sessions to introduce subject-specific skills appropriate to the first year of their university programme of study.

The module will be supported by additional resources signposted from Learning-Space and students will be introduced to electronic tools which will support their personal and Professional Development throughout their university career (Mahara and “Edublogs”).

## **Module Learning Outcomes (MLOs)**

On successful completion of the module students will be able to:

1. Collaborate and build relationships with peers and members of the university community, operating as a safe, responsible and effective student within “real” and “digital” contexts
2. Analyse their knowledge, skills and achievement in the context of their programme of study to identify personal strengths and areas where improvement will enhance their ability to engage with the first year of their university studies, subsequent studies and/or employment
3. Plan and complete a Short Developmental Project which will develop and apply core skills and attributes of graduates
4. Demonstrate reading, writing, numerical, digital, information searching and critical thinking skills appropriate to the first year of their university programme of study.
5. Organise and manage learning with a degree of autonomy

## **Assessment**

Learners will receive guidance from their Academic Advisor as they take responsibility for identifying and prioritising a selection of their own personal development objectives for their first year at University. There will be an initial formative assignment for preparation and submission

during the first half of semester 1. In the second half of semester 1, students will then negotiate a Learning Agreement with their Academic Advisor, which outlines their own Short Developmental Project. This project will be completed during semester 2 and will enable students to address their own personal developmental needs and the module learning outcomes, following reflection combined with study and self-assessment exercises during semester 1.

Students will receive guidance in preparing their Learning Agreement and identifying and implementing their Short Developmental Project. Guidance is expected to include the following:

- Induction to the University: familiarisation and guidance with reference to the university culture and approaches to learning and personal development. Opportunities to engage with these will be available via a rolling calendar of events throughout the academic year.
- Individual learner needs analysis: Learning Agreement discussions, planning and presentation of the first assessed component of the module, including an opportunity for formative feedback.
- Subject-specific knowledge and skills development during timetabled sessions throughout the students first year of study.

There can be a number of formative iterations of the agreement enabling a process of negotiation and feedback as the student, Academic Advisor, peers (and additional university staff where appropriate) engage in its development. The student will be expected to lead this process.

Recommendations as to the content and structure of the Learning Agreement and guidelines relating to the Short Developmental Project including assessment criteria will be provided on Learning-Space.

Assessment task	Load	Weighting	Learning outcomes assessed
Introductory written exercise (F)	up to 500 words (or equivalent)	0%	
Learning agreement (S)	up to 2500 words (or equivalent)	50%	1-2
Short Developmental Project (S)	up to 2500 words (or equivalent)	50%	3-5

**F** (Formative)

**S** (Summative)

Specific Dates by which work should be handed in for the two Summative Assessments will be provided on Learning-Space

### Indicative reading

The programme team will provide details of further reading including books, journals and web-based resources on the programme-specific area of the Learning-Space site for this module.

## Module Descriptor Definitive Document

<b>Module Code</b>	SCOC04
<b>Version</b>	1.4
<b>Module Title</b>	Introducing Analysis in Sport Coaching
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2016
<b>Status</b>	Validated
<b>Subject Board</b>	SCO
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	B
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- Introduction to fundamental principles of movement
- Exploration of the multi skill approach to skill acquisition
- Identification of the mechanical principles underpinning fundamental performance
- To explore the potential of computers, ICT and the utilisation of video in the field of sport specific to the coaching environment, with an emphasis on analysis
- An insight and opportunity to experience the impact of computers and ICT in the appliance of coaching principles and the teaching of physical education with a view to enhancing sports and coaching performance
- The application of skill acquisition and mechanical principles

### Teaching and Learning Experience

- Blended Learning
- Lead lectures
- Practical sessions
- Peer teaching episodes
- Digital and video analysis
- Seminars

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Apply scientific principles to the observation and analysis of fundamental movement skills
2. Recognise how these skills are acquired and built into complex movement patterns enhancing physical literacy
3. Demonstrate the impact of increased biomechanical understanding on skill acquisition in a variety of teaching and coaching domains
4. Demonstrate the ability to use sports specific computer based system for the analysis of sports performance through the use of notational analysis
5. Utilise, collate and interpret electronic media and its data
6. Structure ideas and use electronic media to convey the ideas

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Portfolio of integrated tasks	up to 3500 words (or equivalent)	50%	1-6
Individual Presentation	up to 1,500 words (or equivalent)	50%	1-2

## Indicative reading (APA 7th edition referenced)

### Books

- Burkett, B. (2019). *Sport mechanics for coaches* (4th ed.). Human Kinetics.
- Coker, C. (2018). *Motor learning and control for practitioners* (4th ed.). Routledge.
- Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of skill acquisition. A constraints-led approach*. Human Kinetics.
- Lauder, A., & Piltz, W. (2013). *Play practice: Engaging and developing skilled players from beginners to elite* (2nd ed.). Human Kinetics.
- McMorris, T. (2014). *Acquisition & performance of sports skills* (2nd ed.). Wiley-Blackwell.
- Payton, C., & Burden, A. (2018). *Biomechanical evaluation of movement in sport and exercise*. (2nd ed.). Routledge.
- Renshaw, I., Davids, K., Newcombe, D., & Roberts, W. (2019). *The constraints led approach: Principles for sport coaching and practice design*. Routledge.
- Schmidt, R., & Lee, T. (2014). *Motor learning and performance: From principles to application* (5th ed.). Human Kinetics.
- Williams, M., & Jackson, R. (2019). *Anticipation and decision making in sport*. Routledge.
- Wormhoudt, R., Savelsbergh, G., Willem Teunissen, J., & Davids, K. (2018). *The athletic skills model: Optimizing talent development through movement education*. Routledge.

### Journals

- Coaching Edge (Issue 1 2005 - onwards)
- Journal of Applied Biomechanics
- Journal of Sports Sciences
- Journal of Teaching Physical Education

**Websites**

www.eis2win.co.uk/pages/default.aspx

www.sportengland.org [www.sportscoachuk.org](http://www.sportscoachuk.org)

www.thevideoanalyst.com/ www.uksport.gov.uk

SCOC04 v1.4

**Module Descriptor Definitive Document**

<b>Module Code</b>	<b>SCPC01</b>
<b>Version</b>	1
<b>Module Title</b>	<b>Coaching and Teaching: Process and Practice</b>
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2021
<b>Status</b>	Validated
<b>Subject Board</b>	SCP
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	4
<b>Study Period</b>	X
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

**Content (Indicative)**

This module aims to develop the coaching foundations of planning, conducting and evaluating through theory and practice. Within the module, students will develop their theoretical knowledge of the coaching process through academic lectures and developing their own skills and confidence within a relevant coaching setting to their degree programme. The module will enable students to develop their confidence to deliver coaching sessions within degree specific coaching domains. Through the harmonisation of the fundamentals of the coaching process theory and practical coaching experience, students will be able to build on their personal strengths and areas required for development.

The module will integrate the following themes

- the planning, implementation and evaluation of sports coaching sessions with children and/or adults
- the introduction of effective coaching styles, strategies and methods
- an understanding of participants' motivations, needs and development within coaching session

**Teaching and Learning Experience**

- Blended Learning
- Lectures
- Tutorials
- Workshops

- Student practice (no less than 50 hours)

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. recognise the importance of planning, implementing and evaluating personal coaching sessions
2. understand the current sports coaching landscape
3. engage with the relevant underpinning theory regarding the coaching process
4. plan, apply and evaluate a variety of coaching strategies and methods
5. develop their confidence to deliver and build on strengths, and understand the areas in which they need to develop

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Essay (nonanonymously marked)	up to 2500 words (or equivalent)	50%	1-4
Practical Coaching	up to 2500 words (or equivalent)	50%	1, 3-5

## Indicative reading (APA 7th edition referenced)

### Books

- Cassidy, T., Jones, R., & Potrac, P. (2015). *Understanding sports coaching: The pedagogical, social and cultural foundations of coaching practice* (3rd ed.). Routledge.
- Cross, N., & Lyle, J. (1999). *The coaching process*. Butterworth-Heinemann.
- Kidman, L., & Hanrahan, S. (2011). *The coaching process*. Routledge.
- Lyle, J., & Cushion, C. (2010). *Sports coaching: Professionalisation and practice*. Churchill Livingstone.
- Lyle, J. (2007, June 1). *UKCC impact study: Definitional, conceptual and methodological review*. Sports Coach UK.
- Lyle, J., & Cushion, C. (2017). *Sport coaching concepts: A framework for coaching practice* (2nd ed.). Routledge.
- Jones, R., & Kingston, K. (2013). *An introduction to sports coaching: Connecting theory to practice*. Routledge.
- Nash, C. (2015). *Practical sports coaching*. Routledge.
- Robinson, P. E. (2015). *Foundations of sports coaching*. Routledge.
- Stafford, I. (2011). *Coaching children in sport*. Routledge.

### Journals

- Coaching Edge (Sports Coach UK)
- International Journal of Sports Science and Coaching
- International Sport Coaching Journal
- Journal of Sports Science

Sport Psychologist  
Sports Coaching Review

### **Websites**

www.icce.ws/ International  
[www.sportscoachuk.org/](http://www.sportscoachuk.org/)  
www.uk\_sport.gov.uk/



Year 2:



**MODULE DESCRIPTOR**  
**Definitive Document**

<b>Module Code</b>	FCDD51
<b>Version</b>	1
<b>Module Title</b>	Talent Identification and Development in Football
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2019
<b>Status</b>	Validated
<b>Subject Board</b>	FCD
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	A
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

**Content** (Indicative)

- An appreciation of various methods used to identify talented football players
- An understanding of the challenges faced by coaches and support teams in identifying talented football players
- An analysis of player pathways and related models used by practitioners as a guide for supporting football players along their learning journeys
- An investigation into the identification of talented coaches and the links to the organisational cultures of football clubs at varying levels

**Teaching and Learning Experience**

Modes of delivery:

- Group discussions
- Guest speakers
- Lectures
- Seminars
- Visits

**Module Learning Outcomes (MLOs)**

On successful completion of this module students will be able to:

1. Demonstrate a critical appreciation of the popular methods used to identify talented football players
2. Apply that understanding by demonstrating knowledge of the challenges faced by coaches and support staff in identifying talented football players
3. Demonstrate a critical evaluation of player pathways/models, and how these are used by various football practitioners
4. Acknowledge the challenges various football agencies face in identifying and recruiting talented coaches, so that they can subsequently make accurate decisions on players

### Assessment

Assessment task	Load	Weighting	Learning outcomes assessed
Coursework (practical assessment)	up to 2500 words (or equivalent)	50%	2, 4
Presentation	up to 2500 words (or equivalent)	50%	1, 3-4

### Indicative reading

#### Books

- Baker, J. Cobley, S. Schorer, J. (2011). Talent Identification & Development in Sport: International Perspectives. London: Routledge
- Beamish, R. & Ritchie, I. (2006). Fastest, Highest, Strongest: A Critique of High-Performance Sport. London: Routledge
- FA Learning, (2010). The Future Game. London: Football Association.
- Farrow, D. Baker, J. MacMahon, C. (2013). Developing Sport Expertise: Researchers and Coaches put Theory into Practice (2nd Edition). London: Routledge
- Hill, M. (2007). In Pursuit of Excellence: A Student Guide to Elite Sports Development. London: Routledge
- Hodges, N. & Williams, A. M. (2012) Skill Acquisition in Sport: Research, Theory and Practice. London, Routledge.
- Houlihan, B. & Green, M. (2008). Comparative Elite Sport Development: Systems, Structures and Public Policy. Oxford: Butterworth Heinemann.
- Lyle, J. & Cushion, C. (2010). Sports Coaching: Professionalisation and Practice. Edinburgh, Elsevier.
- Schmidt, R. & Lee, T. (2011). Motor Control and Learning (5th Ed). Human Kinetics.
- Williams, A. M. (2013). Science & Soccer: Developing Elite Performers (3rd Edition). London: Routledge

#### Journals

- Journal of Sport Sciences  
 Performance: World Class Athletes  
 Science & Football  
 Soccer & Society  
 Sports Coaching Review

## Websites

[www.culture.gov.uk/sport/](http://www.culture.gov.uk/sport/)

[www.parliament.uk/commons/secom/cms/home.htm](http://www.parliament.uk/commons/secom/cms/home.htm)

[www.sportengland.org](http://www.sportengland.org) [www.uk-sport.org](http://www.uk-sport.org)

<b>Module Code</b>	FCDD52
<b>Version</b>	1
<b>Module Title</b>	Football Event Management
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2019
<b>Status</b>	Validated
<b>Subject Board</b>	SDE
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	B
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

#### **Content** (Indicative)

- The management of people in football, including developing and sustaining partnerships
- The management of budgets and finance in football environments, including sponsorship
- The management of football-related facilities, including risk assessment and event logistics
- Strategic marketing and media relations applied to the football landscape
- Planning, delivering and evaluating a real-life football-related event

#### **Teaching and Learning Experience**

Modes of delivery:

- Group tutorials
- Lectures
- Practicals
- Seminars

#### **Module Learning Outcomes (MLOs)**

On successful completion of this module students will be able to:

1. Plan the delivery of a football-related event, with a team of others
2. Apply relevant management principles to the organisation of a football-related event
3. Work as a member of a team to deliver a football-related event
4. Critically evaluate the planning, organisation and delivery of a football-related event

## Assessment

Assessment task	Load	Weighting	Learning outcomes assessed
Presentation (not marked anonymously)	up to 1500 words (or equivalent)	30%	1-2
Practical assessment (not marked anonymously)	up to 2000 words (or equivalent)	40%	1-3
Reflective Journal (not marked anonymously)	up to 1500 words (or equivalent)	30%	4

## Indicative reading

### Books

- Bowdin, G; Allen, J; O'Toole, W; Harris, R; McDonnell, I (2011) Events Management (2nd edit). Butterworth-Heinemann
- Conway, D (2009) The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event. How to Books.
- Dowson, R. and Bassett, D. (2015) Event Planning and Management: A Practical Handbook for PR and Events Professionals (PR In Practice). London: Routledge
- Grix, J. (Ed.), (2017) Leveraging Mega-Event Legacies (np). Abingdon: Routledge.
- Hoye, R., Smith, A.C.T., Nicolson, M., and Stewart, B. (2015) Sport Management, Principles and Applications (4th ed). Oxon, Routledge.
- Masterman, G. (2009) Strategic Sports Event Management: An International Approach. Oxford: Butterworth Heinemann
- Razaq, R, Walters, P and Rahid, T (2013) Events Management: Principles and Practice (2nd edition). London Sage.
- Sopovitz, F and Goldwater, R. (2014) The Sport Event Management and Marketing Playbook (2nd edition). New Jersey, John Wiley

### Journals

- European Sport Management Quarterly  
Event Organiser  
International Journal of Event Management Research  
Journal of Sport Management

### Websites

- www.eventmagazine.co.uk  
www.ijemr.org www.isrm.co.uk  
[www.srq.qld.gov.au/event\\_management.cfm](http://www.srq.qld.gov.au/event_management.cfm)  
www.worldofevents.net
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## Module Descriptor Definitive Document

<b>Module Code</b>	FDVD90
<b>Version</b>	2.2
<b>Module Title</b>	Engaging with Employability: Football Development and Coaching
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2017
<b>Status</b>	Validated
<b>Subject Board</b>	FDV
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	X
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- Planning and individually negotiating a programme-related placement or experiential learning activity in line with the University's Placement Learning Policy
- Engaging in Personal and Professional Development Planning
- Completing a [serial or block placement] period of experiential learning in an 'approved' programme related environment (subject to programme team approval and definition)
- Clearly identifying an appropriate focus for enquiry that can be achieved through direct experience, observation, evaluation and reflection in the 'approved' placement setting
- Application of underlying programme specific concepts and principles to the placement or experiential context

### Teaching and Learning Experience

- Blended Learning
- Critical reflection
- Guest speakers
- Lectures
- Practical sessions
- Industry simulation
- Work placement

- Workshops

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Demonstrate the ability to positively engage in the preparation, planning, and initiation of a period of experiential learning in a programme-related context
2. Demonstrate professional commitment to, and engagement within, that context
3. Through direct experience, observation and critical evaluation, clearly apply programmespecific principles to the experiential learning process
4. Evaluate the contribution the experiential learning process has made to personal and vocational development
5. Critically reflect on the experiential learning process and how it will influence future personal and professional development planning

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Portfolio 1: Practical (not marked anonymously)	up to 2,500 words (or equivalent)	50%	1-2
Portfolio 2: Reflective (not marked anonymously)	up to 2,500 words (or equivalent)	50%	2-4

## Indicative reading (APA 7th edition referenced)

### Books

- Brown, S., & Foster, J. E. (2010). *Experiential learning in sport management: Internships and beyond*. Fitness Information Technology.
- Fanthome, C. (2004). *Work placements: A survival guide for students*. Palgrave Macmillan.
- Longson, S. (1999). *Making work experience count: How to get the right work experience and improve your career prospects* (2<sup>nd</sup> ed.). How to Books Ltd.
- Moon, J. (2009). *A handbook of reflective and experiential Learning. Theory and practice*. Routledge.
- Moon, J. (2006). *Learning journals: A handbook for reflective practice and professional development*. Routledge.
- Moon, J. (1999). *Reflection in learning and professional development*. Kogan Page Ltd.
- Roberts, J. W (2015). *Experiential education in the college context: What it is, how it works, and Why it matters*. Routledge.
- Smith, T, E., & Knapp, C. E. (2011). *Sourcebook of experiential education: Key thinkers and their contributions*. Routledge.

### Journals

Journal of Experiential Education  
 Reflective Practice

## Websites

www.guardian.co.uk  
www.prospects.ac.uk  
[www.Recruit.co.uk](http://www.Recruit.co.uk)  
www.step.org.uk  
[www.totaljobs.com](http://www.totaljobs.com)

www.indeed.co.uk



**Module Descriptor Definitive Document**

<b>Module Code</b>	SCOD03
<b>Version</b>	1.2
<b>Module Title</b>	Sport Science for Sport and Physical Education
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2016
<b>Status</b>	Validated
<b>Subject Board</b>	SCO
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	B
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

**Content (Indicative)**

- Fundamental concepts and principles of biomechanics, physiology and psychology, pertinent to coaching and physical education
- Additional advanced sport science concepts from each discipline, and examine and analyse their role in coaching and physical education contexts
- The use of sport science laboratory equipment and testing protocols that are applied to coaching and physical education contexts

**Teaching and Learning Experience**

- Blended Learning
- Lead lectures
- Seminars
- Workshops
- Practical sessions
- Independent study

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Use and implement a range of sport science laboratory based equipment, and appropriate protocols, pertinent to biomechanics, physiology and psychology
2. Collate, analyse and interpret sport science data, related to the disciplines, as appropriate, for use in coaching and physical education environments
3. Appraise the relative role, contribution and specificity of the sport science disciplines, as appropriate, to specific sports coaching and physical education environments

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Poster Presentation	Up to 3000 words (or equivalent)	60%	1-2
Examination	Up to 2000 words (or equivalent)	40%	3

## Indicative reading (APA 7th edition referenced)

### Books

Burkett, B. (2010). *Sport mechanics for coaches* (3rd ed.). Human Kinetics.

Eston, R., & Reilly, T. (2001). *Kinanthropometry and exercise physiology laboratory manual: Tests, procedures and data* (2nd ed.). E&FN Spon.

Hanton, S., & Mellalieu, S. (2006). *Literature reviews in sport psychology*. Nova Science.

McArdle, W., Katch, F., & Katch, V. (2010). *Exercise physiology: Energy, nutrition and human performance* (5th ed.). Lippincott, Williams and Wilkins.

McGinnis, P. (2013). *Biomechanics of sport and exercise* (2nd ed.). Human Kinetics.

### Journals

Journal of Applied Sport Psychology

Journal of Sport & Exercise Psychology

Journal of Sport Sciences

Medicine in Science, Exercise & Sport

### Websites

[www.bases.org.uk](http://www.bases.org.uk)

[www.coachesinfo.com/index.php](http://www.coachesinfo.com/index.php) [www.sportscoachuk.org](http://www.sportscoachuk.org)

SCOD03 v1.2

## Module Descriptor Definitive Document

<b>Module Code</b>	<b>SCPD02</b>
<b>Version</b>	1
<b>Module Title</b>	<b>Research Methods</b>
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2021
<b>Status</b>	Validated
<b>Subject Board</b>	SCP
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	X
<b>Prerequisites and co-requisites</b>	None
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- Organising and synthesising literature
- Data analysis and reporting
- Selecting and utilising data collection strategies
- Assessing research quality
- Developing research projects

### Teaching and Learning Experience

Blended Learning - This module aims to develop critical consumers and generators of research. The module is delivered through 200 learning hours comprising of seminars, independent learning, workshops, and presentations. The focus and emphasizes of the module is on structured inquiry-based learning. Emphasis is placed on the process of information generation and analysis by enabling students to learn when, how, and why to use different, and not just know about, research methods. The module is skill-driven, rather than content-driven, with students going through the research inquiry process multiple times. Learning activities are designed to progressively move responsibility for identifying and organising relevant information from the lecturers to student throughout the module.

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Outline different ways of knowing commonly used in sport, PE and health research
2. Select, read, assess, organise and present relevant literature
3. Utilise existing literature and programme content knowledge to design relevant and researchable questions
4. Plan and apply a range of data collection and analysis methods to produce primary data
5. Evaluate knowledge and present balanced appraisals of research processes and resultant claims

## Assessment

This module of work is to be assessed in two parts: Part A – Inquiry Cycle Report (60%) whereby students will compare and contrast the two inquiry cycles undertaken during the first half of semester B and Part B – Poster Presentation (40%) of their research proposal in preparation for undertaking honours projects.

Assessment task	Load	Weighting	Learning Outcomes assessed
Report	up to 3000 words (or equivalent)	60%	1, 4, 5
Presentation	10 mins - up to 2000 words (or equivalent)	40%	1-4

## Indicative reading (APA 7th edition referenced)

### Books

- Atkinson, M. (2012). *Key concepts in sport and exercise research methods*. Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Sage.
- Casey, A., Fletcher, T., Schaefer, L., & Gleddie, D. (2017). *Conducting practitioner research in physical education and youth sport: Reflecting on practice*. Routledge.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics: And sex and drugs and rock 'n' roll*. Sage.
- Sparkes, A., & Smith, B. (2014). *Qualitative research in sport, exercise and health*. Routledge.
- Smith, B., & Sparkes, A. (2016). *International handbook of qualitative methods in sport and exercise*. Routledge.

### Journals

European Physical Education Review  
International Review for the Sociology of Sport  
Journal of Mixed Methods Research  
Journal of Sport and Social Issues  
Qualitative Research in Sport, Exercise and Health  
Sport, Education and Society

## Module Descriptor Definitive Document

<b>Module Code</b>	<b>SCPD04</b>
<b>Version</b>	1
<b>Module Title</b>	<b>Coaching Theory and Practice</b>
<b>Credits</b>	20
<b>Valid From</b>	1 <sup>st</sup> September 2021
<b>Status</b>	Validated
<b>Subject Board</b>	SCP
<b>HECoS Code</b>	
<b>Academic Level (FHEQ)</b>	5
<b>Study Period</b>	B
<b>Prerequisites and co-requisites</b>	SCPC01
<b>Not available to students taking/having taken</b>	N/A

### Content (Indicative)

- An overview of the coaching process - the role of the coach; distinctions between participation and performance coaching; analysis of coaching models; key principles of coaching practice
- Coaching philosophy and coaching behaviour - coaching styles; a humanistic approach to coaching; coaching and ethics
- Coaching effectiveness - components and principles; coaching methods and application of this knowledge to the practical coaching context
- Current developments in generic coaching techniques and practical applications to selected sports coaching contexts
- Child protection, health and safety issues in the context of sports coaching

### Teaching and Learning Experience

- Blended Learning
- Coaching based practicals
- Experimental learning activities
- Lectures
- Seminars

## Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:

1. Develop a coaching philosophy and critical understanding and appraisal of the coaching process
2. Deploy and evaluate the use of different coaching styles, behaviours and methods to enhance coaching effectiveness
3. Gain the sport specific technical knowledge and ability to demonstrate the key principles of coaching practice required for specific coaching contexts

## Assessment

Assessment task	Load	Weighting	Learning Outcomes assessed
Critical review	up to 3000 words (or equivalent)	60%	1-2
Individual coaching session	up to 2000 words (or equivalent)	40%	2-3

## Indicative reading (APA 7th edition referenced)

### Books

- Cassidy, T., Jones, R. & Potrac, P. (2009). *Understanding sports coaching: The social, cultural and pedagogical foundation of coaching practice*. Routledge.
- Jones, R., Armour, K., & Potrac, P. (2003). *Sports coaching cultures: From practice to theory*. Routledge.
- Jones, R. L. (Ed.). (2006). *The sports coach as educator: Reconceptualising sports coaching*. Routledge.
- Jones, R. L. (2011). *The sociology of sports coaching*. Routledge.
- Jones, R., & Kingston, K. (Eds.). (2013). *An introduction to sports coaching*. Routledge.
- Kidman, L. & Lombardo, B. (2010). *Athlete-centred coaching: Developing decision makers*. Print Communications Ltd.
- Kidman, L., & Hanrahan, S. (2011). *The coaching process* (3rd ed.). Routledge.
- Lyle, J. (2002). *Sports coaching concepts: A framework for coaches behaviour*. Routledge.
- Lyle, J., & Cushion, C. (2010). *Sports coaching: Professionalization and practice*. ChurchillLivingstone.
- Potrac, P., Gilbert, W., & Denison, J. (2013). *Routledge handbook of sports coaching*. Routledge.
- Robinson, P. (2015.) *Foundations of sports coaching*. Routledge. Stafford, I. (2011). *Coaching children in sport*. Routledge.

### Journals

Coaching Edge (Sports Coach UK)  
International Journal of Sports Science and Coaching  
Physical Education and Sport Pedagogy  
Sport, Education and Society  
Sport Psychologist  
Sports Coaching Review

## Websites

[www.icce.ws/](http://www.icce.ws/)

## 12. Appendix 1: Generic Grade Descriptors

### FOUNDATION DEGREE

<b>LEVELS 4 and 5 (C AND I)</b>	
<i>Distinction (80–100%). Exceptional work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates thorough, critical understanding of current knowledge</li> <li>demonstrates a critical awareness of the principles and practices of the discipline</li> </ul>
<i>Distinction (70–79%). Excellent work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates a thorough and comprehensive understanding of the discipline</li> <li>shows evidence of extensive, relevant reading which includes up-to-date research</li> <li>reveals originality and insight</li> <li>demonstrates ability to critically evaluate complex ideas</li> </ul>
<i>Merit (60–69%). Very good work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding of the discipline</li> <li>shows effective and competent use of literature</li> <li>demonstrates a clear understanding of complex ideas</li> <li>demonstrates the ability to analyse, interpret and organise information effectively</li> <li>demonstrates a wide reading base</li> <li>is a clear, concise and well-structured presentation</li> </ul>
<i>Pass (50–59%). Good work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates a generally sound understanding of the discipline</li> <li>makes good use of relevant literature</li> <li>demonstrates ability to synthesise information into a clear, well-structured account / argument</li> </ul>
<i>Pass (40–49%). Fair work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates an understanding of the discipline</li> <li>shows evidence of relevant reading</li> <li>demonstrates ability to work towards tasks set, but more descriptive than analytical</li> <li>demonstrates the ability to organise work appropriately</li> </ul>
<i>Borderline fail (35-39%). Weak work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding of the discipline</li> <li>demonstrates some evidence of reading</li> <li>demonstrates evidence of broadly working towards the task(s) set</li> </ul> <p>Weaknesses may be identified in one or more of the following:- fragmentary coverage; errors and omissions; organisation and presentation; misconceptions; inclusion of irrelevant information; misinterpretation of instructions.</p>
<i>Fail (30-34%). Inadequate work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates a basic and partial understanding of the discipline</li> <li>some evidence of reading</li> <li>limited focus on task(s) set</li> </ul> <p>Inadequacies may be identified in one or more of the following:- assessment guidelines not followed; little engagement with the discipline; errors / omissions; poorly presented work.</p>
<i>Fail (20-29%). Poor work which:-</i>	<ul style="list-style-type: none"> <li>demonstrates little understanding of the discipline</li> </ul> <p>Poor work may be evidenced by one or more of the following:- basic misunderstanding or misinterpretations; inability to meet the requirements of the assessment; poor organisation and presentation; inclusion of inappropriate material.</p>
<i>Fail (1-19%).</i>	<ul style="list-style-type: none"> <li>demonstrates very limited evidence of understanding of the discipline</li> <li>follows few or none of the tasks set</li> </ul>



<i>Incompetent work which:-</i>	
<i>Fail (0%). Non-submission.</i>	