Plymouth Marjon University

Exeter College

Teaching, Learning and Assessment Handbook for

FdA Football Coaching & Management

2026-2027

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
Adult Advice Hub
IoT Building
Hele Road
Exeter
EX4 4JS
Telephone: 07385466593 or 01392 400443
Email: 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 negatively impact 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 & Management

Welcome to the Foundation Degree (FdA) in Football Coaching & Management 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 & Management 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 & Management 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 & Management 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.

Higher Technical Qualifications

There are currently huge skills gaps in many vital areas of the economy, meaning employers need people with technical skills more than ever. Higher Technical Qualifications, or HTQs, are technical qualifications in England at level 4 and 5 that have been quality marked by the Institute for Apprenticeships & Technical Education (IfATE) to indicate their alignment to employer-led occupational standards. Look for the quality mark



Prestigious new quality mark unveiled with first set of digital Higher ...

This course has been developed in collaboration with employers, and is mapped to the Knowledge, Skills and Behaviours (KSB's) of the following Occupational Standard to offer the right training and skills for workplace success.

This course is mapped to the Occupational Standard for Sports Coach (High-Performance Coach and Community Coach). Full details of the standard and the additional KSB's you will gain through your programme can be found on the IfATE website.
Sports coach / Institute for Apprenticeships and Technical Education

Sport coaches aim to provide meaningful and high-quality learning, development and performance experiences. They support the achievement of medals in talent, national and international competition, enrich performance in local competitions, increase participation, raise educational standards, enhance wellbeing and drive social change. Sport coaches can influence national wellness to reduce burden on the National Health Service.

HIGH-PERFORMANCE SPORT COACHES: develop athletes and players in high-performance settings, including those on talent or development pathways, national or international programmes, professional or podium environments.
COMMUNITY SPORT COACHES: motivate and engage people of all ages and abilities in community sports and physical activity settings. Community sport includes local authority, charity and national governing body of sport community initiatives or clubs.

1.1. Staff / Student Communication

Group Head for Higher Education	**HE Department contacts**	**HE Librarian**
Marianne Readman HEOffice@exe-coll.ac.uk	Tracey Cheetham – Group HE Quality Officer traceycheetham@exe-coll.ac.uk 01392 400249	Please visit your subject specific LRC and the LRC pages on Moodle:
HE Wellbeing/Support	**HE Careers/ Employability**	**Adult Student Experience Lead**
Wellbeing: Speak to your tutor initially or refer to Enrichment and Wellbeing (sharepoint.com) Carmen Dix – DSA & HE Engagement Officer dsa@exe-coll.ac.uk 07385466593 or 01392 400443	Deborah Kearney deborahkearney@exe-coll.ac.uk	Kat Toomey kattoomey@exe-coll.ac.uk

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 Noticeboard
- 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 are also available at the Creative Industry Learning Resources Centre
- Wi-Fi facilities allow 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

2.1 Accreditation and Endorsement

This programme is a recognised Higher Technical Qualification (HTQ) for the Sport Coach standard (Community Sport Coach pathway). This HTQ has been mapped to occupational standards developed by employers, therefore learners on this programme will gain the knowledge and skills that employers in this industry want. Plymouth Marjon University has been at the forefront of the HTQ standards, being the first University to create a HTQ programme for a Football programme.

2.2 Industry Partnerships

This programme has been designed in close connection with Professional Football Cubs, Semi-Professional Football Clubs, and Community Trusts. This ensures that the knowledge, skills and behaviours integrated into this programme matches those that are required to work in the industry. Our staff also have close connections through dual roles with these organisations, and staff from these Clubs and Community Trusts contribute to this programme. Our partnerships allow students to receive frequent work-based learning and placement opportunities integrated into this programme, allowing students to develop through experiential learning and to network with staff in the industry.

2.3 Coach Education and Development

This programme has been designed to support students to integrate Higher Education study with vocational coaching qualifications and experience. In addition to highly impactful learning, completing FA coaching courses is also seen as essential for many part-time and full-time coaching roles. Students on this programme will therefore be provided with support through these coaching courses. Students will also have access to staff who previously and/or currently deliver FA coaching courses who can provide additional support. Students will also have access to staff who can support coaches through informal coaching networks

The general aims of the programme are to:

1. Provide a stimulating and caring learning environment in which students from diverse backgrounds and varied cultures feel secure and motivated to learn through personalised support.
2. To develop personal and professional skills appropriate for Higher Education study, allowing students to transition into a related top-up programme or directly into professional roles in the sport or football industry.
3. Develop students' critical thinking, intellectual reasoning, curiosity, understanding of academic research, academic writing and presenting, as well as practical precision in the application of knowledge in diverse contexts.
4. To develop coaching knowledge and skills for a variety of community settings, including taking on assistant and lead coach roles.
5. 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.
6. To explore how to plan, deliver and reflect on initiatives and events, including understanding how to lead and manage people, equipment and venues, and how to measure impact.
7. To engage with a variety of industry experiences in coaching, football development, and football management, including embedded work-based learning and placement in modules.
8. To develop skills in data collection, coding, and reporting for player and team performance analysis and development.

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	*JackGill@exe-coll.ac.uk*
Dan Pulsford	Lecturer	*DanPulsford@exe-coll.ac.uk*
Jack McAndrews	Lecturer	*JonHill@exe-coll.ac.uk*
Todd Scrace	Lecturer	*ToddScrace@exe-coll.ac.uk*
Aaron Wakley	Football Coach	*Aaron.Wakley@ecfc.co.uk*

3.1. Programme Leader

Jack Gill studied Coaching and Fitness foundation degree at Exeter College before progressing on to Marjon Plymouth University 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.

Year 1 – Level 4

Module Leader	Modules Taught
Jack Gill	• FCMC04: Inclusive Football Coaching: Engaging Communities (20 credits)
Todd Scrace	• FCMC01: Technology and Performance: Fundamentals of Performance Analysis (20 credits) • FCMC05: Scouting and Talent Identification in Football (20 credits)
Dan Pulsford	• FCMC02: Football for Social Change: Coaching in the Community (20 credits) • FCMC03: Building a Professional Identity: Academic and Career Skills for Football Coaching and Management (20 credits) • FCMC06: The Social Responsibility of Football Coaching (20 credits)

Year 2 - Level 5

Module Leader	Modules Taught
Jack Gill	• FCDD51: Talent Identification & Development in Football (20 credits) • FDVD90: Engaging in Employment: Football Development & Coaching (20 credits) • SPDD25: Research Methods (20 credits)
Dan Pulsford	• FCDD02: Football Event Management (20 credits)
Ali Hill	• SCOD03: Sport Science for Sport & Physical Education (20 credits)
Jack McAndrews	• SCOD04: Coaching Theory & Practice (20 credits)

3.3. Personal Tutor

Jack Gill – *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 Noticeboard *(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 & Management 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 'management' related topics 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 management 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 & Management

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
FCMC01	Technology and Performance: Fundamentals of Performance Analysis	20	100% Coursework	Semester A	Compulsory	Condonable
FCMC02	Football for Social Change: Coaching in the Community	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
FCMC03	Building a Professional Identity: Academic and Career Skills for Football Coaching and Management	20	100% Coursework	Semester X	Compulsory	Condonable
FCMC04	Inclusive Football Coaching: Engaging Communities	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
FCMC05	Scouting and Talent Identification in Football	20	100% Coursework	Semester B	Compulsory	Condonable
FCMC06	The Social Responsibility of Football Coaching	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Teacher
FCMD01	Optimising Player Development: Coaching and Technology	20	50% Coursework 50% Practical	Semester A	Compulsory	Jack McAndrews
FCMD02	The Business of Football: Finance, Marketing, and Governance	20	100% Coursework	Semester A	Compulsory	Jack Gill
FCMD03	Developing a Career in Football: Skills, Networking, and Development	20	100% Coursework	Semester X	Compulsory	Jack Gill
FCMD04	Football Event Planning and Delivery	20	100% Coursework	Semester X	Compulsory	Dan Pulsford
FCMD05	Football Research: Methods and Practice	20	100% Coursework	Semester B	Compulsory	Jack Gill
FCMD06	Advanced Football Coaching for Performance	20	40% Coursework 60% Practical	Semester B	Compulsory	Jack McAndrews

Key: Semester X = A & B

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 additional 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 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. There are a wide range of opportunities that 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
- UEFA C License
- UEFA B License
- Futsal Level 1

7. Employment and Progression Opportunities

The Football Coaching & Management 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 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 3rd 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) 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.

TEACHING, LEARNING & ASSESSMENT

8. Teaching, Learning and Assessment

The Football Coaching & Management 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
Lecture	A subject specialist will introduce and discuss subject content and identify further areas of wider learning either through the VLE, e- resources or library. Lecture content will be appropriate for the subject and level of module and may provide a contextual background to tutorial work or fieldwork sessions, be led by a practitioner, or be research-led.
Seminar	Limited size group which focuses on an in-depth discussion of a particular topic. Seminars are interactive and usually require some preparation in advance.
Practical	Students are engaged in practice, practical, or applied experiences and coaching. This can also project delivery or events in the local community or with local sports organisations.
Fieldtrip	Students engage with an off-site visit and experiences through field work.
Work-Based Learning	A work-based learning placement in a football related organisation, where students engage with industry professionals in a football coaching / management environment. Work-based learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a football industry operational setting.
Workshop	A group of people engaged in intensive study or work in a creative or practical field.
Tutorial	These are scheduled individual or small group sessions with a tutor. Tutorials provide an opportunity for discussion, explanation, monitoring, and academic development.
Supported Independent-Study	Independent learning is an important aspect of developing knowledge and understanding by exploring ideas, reading, and thinking critically. Study is supported through a range of resources; e-resources, digital resources, and texts, and builds upon the work undertaken in scheduled contact time.

e-Learning

The use and deployment of e-resources in delivery of the Football Coaching & Management programme is crucial to maintain professional standards and allow the dissemination of information between practitioners. Students within the Football Coaching & Management 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 & Management 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
Practical	Planning, delivery and evaluation of football coaching delivery. Practical performance measured against set criteria using recognised guidelines or national awards. Coaching takes planning, delivery and evaluation takes account of participants/clients and context.
Essay	A written response to a question based on synthesis and analysis.
Reflective Essay	A written response to a question informed by own experiences and based on synthesis and evaluation of experiences and evidence.
Presentation (individual or group)	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic in football coaching and management either as an individual or in small groups.
Professional Discussion	A discussion with an assessor, participant or client in a professional setting, using set criteria or a real-life case study to inform the discussion.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Portfolio (FCMC03)	Complete tasks to review and enhance own academic study skills and professional career skills.
Portfolio (FCMC04)	Design a coaching programme and coaching sessions, explaining compliance with legal, ethical and organisational standards in coaching.
Portfolio (FCMD03)	Complete tasks to review professional career skills, and plan and initiate a period of experiential learning related to football coaching and management.
Portfolio (FCMD06)	Review player needs and wants and complete a series of plans to develop players based on these.
Project (FCMC01)	Collect and code player performance data and review player and team performance, using tables, charts and graphs.
Event Plan	Through group work, students will work in partnership to plan and deliver a football project or event in collaboration with an industry partner.
Skills Audit	The process of analysing own knowledge, skills and behaviours against set criteria using recognised guidelines or national awards and identifying goals to further improve self.

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 & Management 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 an 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 failure, 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

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

Student:					**Lecturer:**				
Programme:					**Date Submitted:**				
Module Title:					**Module Code:**				
Knowledge & Understanding*	**Very poor**	**Poor**	**Inadequate**	**Acceptable**	**Satisfactory**	**Good**	**Very good**	**Excellent**	**Outstanding**
Intellectual Skills*	**Very poor**	**Poor**	**Inadequate**	**Acceptable**	**Satisfactory**	**Good**	**Very good**	**Excellent**	**Outstanding**
Transferable Skills*	**Very poor**	**Poor**	**Inadequate**	**Acceptable**	**Satisfactory**	**Good**	**Very good**	**Excellent**	**Outstanding**
Professional / Practical Skills*	**Very poor**	**Poor**	**Inadequate**	**Acceptable**	**Satisfactory**	**Good**	**Very good**	**Excellent**	**Outstanding**
*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.									
Overall comments									

Grade:	**Fail** <40%	**Pass** 40%+	**Pass with Distinction** 70%+
Marks Awarded:			

Students are reminded that the mark shown on this sheet is PROVISIONAL until verified by the Award Board

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)

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 (7th 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

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.

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

Year 1: FdA Football Coaching & Management

Module Descriptor

Definitive Document

Module Code	FCMC01
Version	(completed by QASU)
Module Title	Technology and Performance: Fundamentals of Performance Analysis
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	A
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module introduces students to the fundamentals of performance analysis in sports coaching, with a particular focus on technology. Students will learn how to collect and code performance data using industry-standard tools and software, which will be applied in both individual player and team contexts. Practical sessions will focus on developing the technical competencies required to utilise these tools effectively, with students working hands-on with video analysis software, GPS tracking, and data coding systems. In addition to technical skills, students will engage in reviewing performance data using a range of analysis methods, such as statistical breakdowns, tactical reviews, and biomechanical analysis. The ability to interpret and communicate these findings will be developed through workshops on feedback strategies, enabling students to offer actionable insights to improve performance. Furthermore, the module explores the use of analysis in decision-making within coaching, helping students to understand how data-driven insights can be integrated into training programmes and match-day strategies to optimise outcomes for both players and teams.

Teaching and Learning Experience

- Lecture
- Seminar
- Workshop
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Demonstrate the ability to use technology to collect and code sports performance.
2. Review player and team performance through various performance analysis methods.
3. Provide feedback to players or teams from data collected to enhance performance.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Project	70%	1-2
Professional Discussion	30%	3

Indicative reading (APA 7th edition referenced)

Books

Butterworth, A., O'Donoghue, P., Woodward, J., & Gibson, L. (2023). Professional practice in sport performance analysis. Routledge.
Cullinane, A., Davies, G., & O'Donoghue, P. (2024). An introduction to performance analysis (2nd ed). Routledge.
Hodges, N. J., & Williams, M. A. (2012). Skill acquisition in sport. Research, theory and practice (2nd ed.). Routledge.
Hughes, M., Franks, I., & Dancs, H. (2019). Essentials of performance analysis: An introduction (3rd ed.). Routledge.
McMorris, T. (2015). Acquisition and performance for sports skills (2nd ed.). Wiley..m
Passos, P., Araújo, D., & Volossovitch, A. (2016). Performance analysis in team sports. Routledge.
Renshaw, I., Davids, K., Newcombe, D., & Roberts, W. (2019). The constraints-led approach: Principles for sports coaching and practice design.
Strudwick, T. (2017). Soccer science. Human Kinetics.

Journals

International Sport Coaching Journal
International Journal of Sport Science and Coaching
International Journal of Performance Analysis in Sport
Journal of Human Movement
Journal of Sport Science
Sports Coaching Review

Websites

https://www.community.thefa.com/
https://www.hudl.com/en_gb/
https://www.sportperformanceanalysis.com/

Module Descriptor

Definitive Document

Module Code	FCMC02
Version	(completed by QASU)
Module Title	Football for Social Change: Coaching in the Community
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	A
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module explores the role of football as a vehicle for community engagement, focusing on how coaching can positively influence community dynamics and contribute to social change. Students will examine various coaching philosophies and learn how to align their coaching values with the needs of key stakeholders, such as local authorities, schools, and community organisations. The content will include an exploration of organisational structures, highlighting how cohesive coaching teams—consisting of coaches, assistants, volunteers, and support staff—work together to deliver effective community football initiatives. The module also delves into the Sport England Coaching Plan, and the broader responsibilities coaches have in supporting community development, particularly through public sector duties such as promoting inclusivity, health, and wellbeing. Students will engage with real-world case studies and community projects to develop their understanding of how to implement effective coaching practices that meet the unique cultural, social, and infrastructural needs of specific communities. By the end of the module, students will be able to critically evaluate their role within the community football ecosystem and influence positive outcomes for participants.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Develop and articulate coaching values and a coaching philosophy that influences key stakeholders.
2. Understand the importance of a cohesive and multidisciplinary coaching team.
3. Implement an effective leadership approach and coaching pedagogy for community contexts.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Essay	50%	1-2
Practical	50%	3

Indicative reading (APA 7th edition referenced)

Books

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.
Cassidy, T., Potrac, P., & Rynne, S. (2023). Understanding sport coaching: The pedagogical, social and cultural foundations of coaching practice (4th ed). Routledge.
Coakley, J. (2017). Sports in society: Issues and controversies (12th ed.). McGraw-Hill Education.
Cunningham, G. (2015). Diversity and inclusion in sport organizations (3rd ed.). Holcomb Hathaway Publishers.
Dagkas S., & Armour K. (2012). Inclusion and exclusion through youth sport. Routledge (ebook).
Houlihan,B., & Green, M. (2013). Routledge Handbook of Sports Development. Routledge.
Hylton, K. (Ed). (2013). Sports development, policy process and practice (3rd ed.). Routledge.
Light, R., & Harvey, S. (2019). Positive pedagogy for sport coaching (2nd ed). Routledge.
Light, R., & Harvey, S. (Ed). (2020). Applied positive pedagogy in sport coaching. Routledge.
Mackintosh, C. (2021). Foundations of sport development. Routledge.
Whitmore, J. (2017). Coaching for performance: The principles and practice of coaching and leadership (5th ed.). Nicholas Brealey Publishing.

Journals

Soccer and Society
The Journal of Sport and Social Issues
Sociology of Sport Journal
Journal of Sport Management
International Journal of Sport Policy and Politics
International Review for the Sociology of Sport
Sports Coaching Review

Websites

https://www.activityalliance.org.uk/
https://www.community.thefa.com/
https://www.sportengland.org/
https://www.womeninsport.org/
https://www.sportingequals.org.uk/

Module Descriptor

Definitive Document

Module Code	FCMC03
Version	(completed by QASU)
Module Title	Building a Professional Identity: Academic and Career Skills for Football Coaching and Management
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	X
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module introduces students to the essential academic and professional skills required for success in higher education and future employment within football coaching and management. Students will engage in self-assessment exercises to critically reflect on their own knowledge, skills, and behaviours. These reflections will enable them to identify strengths and areas for improvement, which they can then apply to their university studies and professional development. Core skills covered will include reading comprehension, academic writing, numeracy, digital literacy, and information searching techniques. In addition, the module will focus on the development of critical thinking skills necessary for higher-level academic work. A key component of this module will be reflective practices, encouraging students to continuously evaluate their progress and set future personal development goals. Students will also explore the professional behaviours expected in the football industry, such as time management, communication, and collaboration. By the end of the module, students should be equipped with the academic tools and professional insights necessary to succeed in their studies and to begin shaping their career pathway within football coaching and management.

Teaching and Learning Experience

- Lecture
- Seminar
- Tutorial
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Review own knowledge, skills and behaviours to identify strengths and areas for improvement to enhance ability to engage with own university programme of study.
2. Demonstrate reading, writing, numerical, digital, information searching and critical thinking skills appropriate to the first year of own university programme of study.
3. Review own knowledge, skills and behaviours for employment in roles related to football coaching and management.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Skills Audit	30%	1
Portfolio	70%	2-3

Indicative reading (APA 7th edition referenced)

Books

Baratta, A. (2021). How to read and wite critically. Sage.
Burns, T., & Sinfield, S. (2016). Essential study skills: The complete guide to success at university (4th ed.). Sage Publications.
Cottrell, S. (2017). Critical thinking skills: Developing effective analysis and argument (3rd ed.). Palgrave Macmillan.
Cottrell, S. (2021). Skills for success: Personal development and employability (4th ed.). Red Globe Press.
Cottrell, S. (2024). The study skills handbook (6th ed.). Bloomsbury Academic.
Day, T. (2018). Success in academic writing (2nd ed.). Red Globe Press.
Redman, P., & Maples, W. (2018). Good essay writing: A social sciences guide (5th ed.). Sage. Publications.
Ryall, E. (2010). Critical Thinking for Sports Students. Exeter: learning Matters.
Shon, P.C. (2018). The quick fix to academic writing: How to avoid big mistakes and small errors. Sage.
Trought, F. (2012). Brilliant Employability Skills: How to stand out from the crowd in the graduate job market. London: Prentice Hall.
Van Emden, J., & Becker, L. (2016). Presentation skills for students (3rd ed.). Palgrave.
Williams, K., & Davis, M. (2017). Referencing & understanding plagiarism (2nd ed.). Palgrave

Journals

International Review for The Sociology for Sport
Journal of Sport for Development
Soccer & Society
Sport Management Review
Sport, Education & Society
Sports Coaching Review

Websites

https://www.cimspa.co.uk
https://www.community.thefa.com/
https://www.sportengland.org/
https://www.ukcoaching.org

Module Descriptor

Definitive Document

Module Code	FCMC04
Version	(completed by QASU)
Module Title	Inclusive Football Coaching: Engaging Communities
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	X
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module focuses on the principles and practices of community-based football coaching, with an emphasis on transformational coaching techniques. Students will learn to design and deliver coaching programmes that are accessible and inclusive, ensuring they meet the unique needs of diverse participant groups. The content will cover essential areas such as session planning, risk assessment, and resource management, all within the framework of community health and safety guidelines. A significant focus will be placed on understanding the legal and ethical obligations of a coach, including safeguarding policies and equality laws. Students will engage in practical sessions that simulate community coaching environments, where they will be tasked with adapting their coaching methods in real-time to accommodate different participant needs. Reflective practices will also be incorporated to encourage ongoing personal and professional development, with students learning to evaluate the success of their sessions and implement changes to improve future coaching practices. Through this module, students will develop the skills and knowledge necessary to deliver impactful and compliant football coaching in community settings.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Demonstrate transformational coaching approaches based on the needs of organisations and participants.
2. Design, deliver and review progressive and inclusive coaching programmes, considering own coaching strategy.
3. Demonstrate compliance with legal, ethical and organisational standards in coaching.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Practical	50%	1
Portfolio	50%	2-3

Indicative reading (APA 7th edition referenced)

Books

Cassidy, T., Potrac, P., & Rynne, S. (2023). Understanding sport coaching: The pedagogical, social and cultural foundations of coaching practice (4th ed). Routledge.
Cope. E., & Partington, M. (2019). Sports coaching: A theoretical and practical guide. Routledge.
Cronin, C., & Armour, K.M. (Eds). (2019). Care in sports coaching: Pedagogical cases. Routledge.
Cummings, P., O'Boyle, I., & Cassidy, T. (2018). Leadership in sports coaching: A social identity approach. Routledge.
Light, R., & Harvey, S. (2019). Positive pedagogy for sport coaching (2nd ed.). Routledge.
Light, R., & Harvey, S. (Ed). (2020). Applied positive pedagogy in sport coaching. Routledge.
Jones, R., & Kingston, K. (2013). An introduction to sports coaching: Connecting theory to practice. Routledge.
Mackintosh, C. (2021). Foundations of sport development. Routledge.
Nash, C. (2015). Practical sports coaching. Routledge.
Potrac, P., Gilbert, W., & Denison, J. (2013). Routledge handbook of sports coaching. Routledge.
Robinson, P. E. (2015). Foundations of sports coaching (2nd ed.). Routledge.
Wallis, J., & Lambert, J. (Eds.). (2020). Sport coaching with diverse populations: Theory and practice. Routledge.

Journals

International Journal of Sports Science and Coaching
International Sport Coaching Journal
Journal of Sports Science
Sport Psychologist
Sports Coaching Review

Websites

https://www.activityalliance.org.uk/
https://www.community.thefa.com/
https://www.sportengland.org/
https://www.womeninsport.org/
https://www.sportingequals.org.uk/
https://www.ukcoaching.org

Module Descriptor

Definitive Document

Module Code	FCMC05
Version	(completed by QASU)
Module Title	Scouting and Talent Identification in Football
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	B
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module provides an in-depth introduction to the practice of talent identification within football, examining the roles of scouts and team analysts. Students will explore the key responsibilities associated with scouting, including the evaluation of both individual and team performances. The module will cover various performance criteria, such as technical, tactical, physical, and psycho-social factors, offering students a comprehensive framework for assessing players. Students will engage in activities that simulate real-world scouting scenarios, producing detailed reports on player and team performances based on live or recorded matches. Through practical exercises, students will learn how to apply these assessment frameworks and refine their observational and analytical skills. The module also covers the communication of scout findings, highlighting how detailed reports can be used to inform coaching decisions, player recruitment, and long-term talent development strategies. By the end of the module, students will have a clear understanding of how talent identification fits into broader coaching and management roles in football.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Understand the roles and responsibilities of the scout and player / team reporters.
2. Review performance against technical, tactical, physical, and psycho-social criteria.
3. Produce scout reports to analyse team performance.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Report	100%	1-3

Indicative reading (APA 7th edition referenced)

Books

Baker, J. (Ed.). (2020). Talent identification and development in sport: International perspectives. Routledge.
Baker, J., Cobley, S., Schorer, J., & Wattie, N. (2019). Routledge handbook of talent identification and development in sport. Routledge.
Collins, D., & MacNamara, A. (2022). Talent development: A practitioner guide (2nd ed). Routledge.
Cone, J., & Smith, G. (2022). Player development: The holistic method. Routledge.
Farrow, D. Baker, J. MacMahon, C. (2013). Developing sport expertise: Researchers and coaches put theory into practice (2nd Edition). Routledge.
Hodges, N. & Williams, A. M. (Eds) (2019). Skill acquisition in sport: Research, theory and practice (3rd ed). Routledge.
Kelly, A. (Ed). (2023). Talent identification and development in youth soccer. Routledge.
Lyle, J. & Cushion, C. (2010). Sports Coaching: Professionalisation and Practice. Elsevier.
Williams, A. M. (2013). Science & Soccer: Developing Elite Performers (3rd Edition). Routledge.

Journals

International Sport Coaching Journal
International Journal of Sport Science and Coaching
International Journal of Performance Analysis in Sport
Journal of Human Movement
Journal of Sport Science
Physical Education and Sport Pedagogy
Sports Coaching Review

Websites

https://www.community.thefa.com/
https://www.hudl.com/en_gb/
https://www.sportperformanceanalysis.com/
https://www.icce.ws/

Module Descriptor

Definitive Document

Module Code	FCMC06
Version	(completed by QASU)
Module Title	The Social Responsibility of Football Coaching
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	4
Study Period	B
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module addresses the broader societal impact of football coaching, focusing on inclusivity, human rights, and social responsibility within the sport. Students will be introduced to inclusive coaching techniques that integrate human rights principles, equality laws, and ethical considerations into practice. The module will cover how football can serve as a platform for promoting diversity, fairness, and respect within communities. Students will also explore holistic approaches to participant wellbeing, gaining an understanding of how to manage stressors related to performance, lifestyle, and social circumstances. Drawing from national strategies such as the Sport England Professional Workforce Strategies, students will analyse how football can contribute to national and local physical activity participation goals, with an emphasis on creating lasting social change. Students will learn to measure the impact of their coaching practices on access, participation, performance, equality, and wellbeing, using both local data and national benchmarks to evaluate their influence. This module prepares students to contribute to the ongoing dialogue on football's role in promoting social justice and improving community health outcomes.

Teaching and Learning Experience

- Lecture
- Seminar
- Workshop
- Practical
- Work-Based Learning
- Tutorial

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Develop inclusive coaching practices that ensure fairness, equality, and respect for human rights.
2. Demonstrate knowledge of holistic wellbeing and how to manage participant stressors.
3. Understand how to measure societal change based on national and local physical activity participation trends.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Reflective Essay	100%	1-3

Indicative reading (APA 7th edition referenced)

Books

Astle, A., Leberman, S., & Watson, G. (2018). Sport development in action. Routledge.
Cronin, C., & Armour, K.M. (Eds). (2019). Care in sports coaching: Pedagogical cases. Routledge.
Doll-Tepper, G., Koenen, K., & Bailey, R. (2018). Sport, education and social policy. Routledge.
Giulianotti, R. (2015). Routledge handbook of the sociology of sport. Routledge.
Hassan, D., Dowling, S., & McConkey, R. (Eds). (2016). Sport, coaching and intellectual disability. Routledge.
Houlihan, B., & Malcom, D. (Eds.). (2016). Sport and society: A student introduction (3rd ed.). Sage.
Houlihan, B., & Green, M. (2013). Routledge handbook of sports development. Routledge.
Mackintosh, C. (2021). Foundations of sport development. Routledge.
Schaillée, H., Haudenhuyse, R., & Bradt, L. (Eds). (2024). The potential of community sport for social inclusion: Exploring cases across the globe. Routledge.
Wilson, R., & Platts, C. (2018). Managing and developing community sport. Routledge.

Journals

International Journal of Sport Policy and Politics
International Review for the Sociology of Sport
Journal of Sport for Development
Journal of Leisure Research
Sport Management Review
The Journal of Sport and Social Issues
Sports Coaching Review

Websites

https://www.cimspa.co.uk
https://www.sportengland.org
https://www.streetgames.org
https://www.ukcoaching.org
https://www.youthsporttrust.org

Module Descriptor

Definitive Document

Module Code	FCMD01
Version	(completed by QASU)
Module Title	Optimising Player Development: Coaching and Technology
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	A
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module focuses on advanced approaches to player development, emphasising the importance of profiling and holistic development within football coaching. Students will learn how to assess players using a variety of methods that take into account cognitive, social, emotional, and physiological dimensions, as well as individual motives, technical skills, and tactical awareness. The module introduces students to technological advancements and wider industry support mechanisms, which are key to facilitating skill acquisition and performance enhancement. Practical sessions will guide students in using performance tracking tools, video analysis, and other technologies to support player development. Additionally, students will explore methods for measuring the effectiveness of coaching strategies by analysing key performance indicators and feedback from players, coaches, and organisations. This module prepares students to work in multidisciplinary coaching environments where they can contribute to the holistic development of players and make data-driven decisions to optimise performance.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Tutorial
- Fieldwork

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Understand how to profile players to support holistic development.
2. Demonstrate use of technology for player development and skill acquisition.
3. Measure the impact of coaching strategies on player development.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Practical	50%	2
Presentation	50%	1, 3

Indicative reading (APA 7th edition referenced)

Books

Baker, J., Cobley, S., Schorer, J., & Wattie, N. (2019). Routledge handbook of talent identification and development in sport. Routledge.
Button, C., Seifert, L., Chow, J. Y., Araujo, D., & Davids. K. (2021). Dynamics of skill acquisition: An ecological dynamics approach (2nd ed.). Human Kinetics.
Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2015). Nonlinear pedagogy in skill acquisition: An introduction. Routledge.
Collins, D., & MacNamara, A. (2018). Talent development: A practitioner guide. Routledge.
Cone, J., & Smith, G. (2022). Player development: The holistic method. Routledge.
Cope, E., Partington, M. (2019). Sports coaching: A theoretical and practical guide. Routledge.
Kelly, A. (Ed). (2023). Talent identification and development in youth soccer. Routledge.
Konter, E., Beckmann, J., Loughead, T. M. (2019). Football psychology: From theory to practice. Routledge.
Pill, S. (2018). Perspectives on athlete-centred coaching. Routledge.
Renshaw, I., Davids, K., Newcombe, D., & Roberts, W. (2019). The constraints-led approach. Routledge.
Ryan, R. M., & Deci, E. L. (2018). Self-determination theory: Basic psychological needs in motivation, development and wellness. The Guilford Press.
Thelwell, R., Harwood, C., & Greenless, I. (2017). The psychology of sport coaching: Research and
practice. Routledge.

Journals

International Journal of Sports Science and Coaching
International Sport Coaching Journal
Physical Education and Sport Pedagogy
Sports Coaching Review

Websites

https://www.community.thefa.com/
https://www.ukcoaching.org
https://www.icce.ws

Module Descriptor

Definitive Document

Module Code	FCMD02
Version	(completed by QASU)
Module Title	The Business of Football: Finance, Marketing, and Governance
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	A
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module provides students with a comprehensive understanding of the football industry's business and management landscape, focusing on the operational and commercial aspects of running football clubs and organisations. Students will explore the key actors in the football industry, including clubs, governing bodies, sponsors, and media organisations, and examine their roles in shaping the business of football. The module covers essential business functions, including finance, marketing, operations, and human resources, and how these are adapted to the unique context of the football industry. Students will engage with contemporary case studies to understand how football clubs generate revenue, manage resources, and develop marketing strategies to promote players, matches, and brands. A particular focus will be on the effectiveness of digital marketing, sponsorship deals, and fan engagement strategies in driving the commercial success of football organisations. By the end of the module, students will have the skills to critically evaluate business practices within the football industry and apply key management principles to real-world scenarios.

Teaching and Learning Experience

- Lecture
- Seminar
- Tutorial
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Explain the key actors involved in managing the football industry in the UK.
2. Demonstrate an understanding of key business and management functions, and how these can be applied to the football industry.
3. Analyse the effectiveness of contemporary marketing strategies in the football industry.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Report	100%	1-3

Indicative reading (APA 7th edition referenced)

Books

Beech, J., & Chadwick, S. (2013). The business of sport management (2nd ed.). Pearson.
Dobson, S. & Goddard, J. (2011). The Economics of football (2nd Edition). Cambridge.
Gifford, C. (2011). The business of football. Wayland.
Harrison, C., & Bukstein, S. (Eds). (2022). Sport business analytics: Using data to increase revenue and improve operational efficiency. Taylor & Francis Group.
Hoye, R., Misener, K., Naraine, M., & Ordway, C. (2022). Sport management: Principles and applications (6th edition). Routledge.
Nauright, J., & Zipp, S. (Ed). (2020). Global markets and global impact of sports: Sportsworld. Routledge.
Pedersen, P., & Thibault, L. (Eds.). (2022). Contemporary sport management (7th ed.). Human Kinetics.
Robinson, L., Chelladurai, P., Bodet, G., & Downward, P. (eds) (2014). Routledge handbook of sport management. Routledge.
Thibault, L., & Pedersen, P. (2019). Contemporary sport management (6th ed). Human Kinetics.
Westerbeek, H., & Karg, A. (2022). International sport business: Current issues, future directions. Routledge.
Wilson, R., Platts, C., & Plumley, D. (Eds). 2023). Torkildsen's sport and leisure management (7th ed). Routledge.

Journals

European Sport Management Quarterly
International Journal of Sport Management and Marketing
Journal of Sport and Tourism
Journal of Sport Management
Sport in Society
Sport Management Review

Websites

https://www.cimspa.co.uk
https://www.sportengland.org
https://www.youthsporttrust.org
https://www.deloitte.com
https://www.forbes.com

Module Descriptor

Definitive Document

Module Code	FCMD03
Version	(completed by QASU)
Module Title	Developing a Career in Football: Skills, Networking, and Development
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	x
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module equips students with the skills and knowledge necessary to enhance their employability within the football coaching and management sectors. Building on the foundational skills developed in earlier modules, students will engage in professional development planning, focusing on self-awareness and continuous improvement. The module will cover how to identify and leverage experiential learning opportunities, such as placements, internships, or voluntary work, that are aligned with students' career goals in football. Students will learn how to set professional goals, reflect on their personal development, and refine their coaching competencies through real-world experiences. Additionally, the module introduces students to the process of networking and building professional relationships within the football industry, helping them to develop the interpersonal and communication skills necessary for career advancement. Reflective practice is a key element of the module, with students being required to evaluate how their experiences shape their future professional development plans.

Teaching and Learning Experience

- Lecture
- Seminar
- Work-Based Learning
- Tutorial
- Supported Independent-Study

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. Analyse the contribution the experiential learning process has made to personal and professional development.
3. Reflect on the experiential learning process and how it will influence future personal and professional development planning.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Portfolio	40%	1
Reflective Essay	60%	2-3

Indicative reading (APA 7th edition referenced)

Books

Bassot, B. (2024). The reflective journal (4th ed). Bloomsbury Academic.
Bolton, G., & Delderfield, R. (2018). Reflective practice: Writing and professional development. Sage Publications.
Foster, S. B., & Dollar, J. E., (2017). Experiential learning in sport management: Internships and Beyond (2nd ed). Fitness Information Technology.
Johns, C. (Ed). (2022). Becoming a reflective practitioner (6th ed). Wiley Blackwell.
Kolb, D. (2015). Experiential learning: Experience as the source of learning and development (2nd ed). Pearson.
McMorrow, M. (2024). The student's guide to reflective writing. Bloomsbury Academic.
Moon, J. (2009). A handbook of reflective and experiential learning. Theory and practice. Routledge Falmer.
Roberts, J. W. (2015). Experiential education in the college context: What it is, how it works, and why it matters. Routledge.
Tarrant, P. (2013). Reflective practice and professional development. Sage.
Whitmore, T. (2009). How to write an impressive CV and cover letter: A comprehensive guide for the UK job seeker. How To Books.

Journals

Journal of Experiential Education
Reflective Practice
Sports Coaching Review

Websites

https://www.jobs.theguardian.com
https://www.totaljobs.com
https://www.recruit.co.uk
https://www.prospects.ac.uk
https://www.step.org.uk
https://www.indeed.co.uk

Module Descriptor

Definitive Document

Module Code	FCMD04
Version	(completed by QASU)
Module Title	Football Event Planning and Delivery
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	x
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module provides an in-depth look at the logistics and strategic planning involved in organising football-related events, from local tournaments to larger competitions. Students will explore the key principles of event management, including budgeting, marketing, safety, and participant experience. The module covers the essential techniques for designing progressive programme delivery methods that ensure the safety and effectiveness of both coaching practices and event operations. Students will work collaboratively to plan and execute a football event, gaining hands-on experience in managing the complexities of event logistics. The module also emphasises the importance of providing coaching support during events, with a focus on influencing participant learning and ensuring the transfer of skills across different environments. Following the event, students will engage in reflective evaluation, assessing their own roles and contributions, as well as those of their teammates, to identify strengths and areas for improvement in event planning and execution. This module prepares students to manage football events that are both safe and impactful for participants.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Plan and deliver a safe football-related event as part of a team.
2. Demonstrate coaching support to influence participants learning and development during a football-related event.
3. Evaluate the effectiveness of own and other's role in the planning and delivery of a football-related event.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Event Plan	40%	1
Presentation	60%	2-3

Indicative reading (APA 7th edition referenced)

Books

Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2023). Events management: An introduction (3rd ed.). Routledge.
Conway, D. G. (2019). The event manager's bible: The complete guide to planning and organising a voluntary or public event (3rd ed.). How to Books.
DeGaris, L. (2015). Sports marketing: A practical approach. Routledge.
Dowson,R., & Bassett, D. (2015). Event planning and management: A practical handbook for PR and events Professionals (PR In Practice). Routledge.
Hoye, R., Misener, K., Naraine, M., & Ordway, C. (2022). Sport management: Principles and applications (6th edition). Routledge.
Hoye, R., & Parent, M. (Eds). (2017). The SAGE handbook of sport management. SAGE Publications.
Shone, A., & Parry, B. (2019). Successful event management: A practical handbook (5th ed.). Cengage Learning EMEA.
Sopovitz, F., & Goldwater, R. (2014). The sport event management and marketing playbook (2nd ed.). John Wiley.
Smith, A., Stavros, C., Skinner, J., Geurin, A., & Burch, L. (2024). Introduction to sport marketing. (3rd ed.). Routledge.
Thibault, L., & Pedersen, P. (2019). Contemporary sport management (6th ed). Human Kinetics.
Wilson, R., Platts, C., & Plumley, D. (Eds). 2023). Torkildsen's sport and leisure management (7th ed). Routledge.

Journals

Soccer and Society
European Sport Management Quarterly
International Journal of Event Management Research
Journal of Sport Management
Sport Business International
Sport Management Review

Websites

https://www.argylecommunitytrust.co.uk/
https://www.cimspa.co.uk
https://www.efltrust.com/

Module Descriptor

Definitive Document

Module Code	FCMD05
Version	(completed by QASU)
Module Title	Football Research: Methods and Practice
Credits	Select
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	B
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module allows students to undertake an independent research project related to football coaching and management, building on the research methods introduced in earlier modules and within this module. Students will select a research topic of interest, develop a research question, and undertake a thorough literature review to inform their study. The module will cover both qualitative and quantitative research methods, teaching students how to apply these techniques to collect and analyse primary data. Students will be guided through the process of designing research instruments, such as surveys or interview schedules, and will be required to critically assess their data collection methods to ensure reliability and validity. Throughout the module, students will reflect on the research process and consider how their findings contribute to existing knowledge within the field. The project will culminate in a research report that demonstrates students' ability to conduct independent, evidence-based research in football coaching and management.

Teaching and Learning Experience

- Lecture
- Seminar
- Workshop
- Tutorial
- Supported Independent-Study

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Select, read, assess, organise and present relevant literature.
2. Plan and apply a range of data collection and analysis methods to produce primary data.
3. Evaluate own research process and the influence of this on data collected.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Report	100%	1-3

Indicative reading (APA 7th edition referenced)

Books

Andrew, D., Pedersen, P., & McEvoy, C. (2020). Research methods and design in sport management (2nd ed). Human Kinetics.
Bergin, T. (2018). An introduction to data analysis: Quantitative, qualitative and mixed methods. Sage.
Creswell, J. W. (2018). Research design: Qualitative, quantitative and mixed methods approaches (5th ed.). Sage.
Davies, M., & Hughes, N. (2014). Doing a successful research project using qualitative and quantitative methods (2nd ed.). MacMillan.
Gratton, C., & Jones, I. (2014). Research methods for sport studies (3rd ed.). Routledge.
Jones, I. (2022). Research methods for sports studies (4th ed). Routledge.
King, N., Horrocks, C., & Brooks, J. (2019). Interviews in qualitative research (2nd ed.). Sage.
Nelson, L., Groom, R., & Potrac, P. (2014). Research methods in sports coaching. Routledge.
O'Donoghue, P., & Holmes, L. (2015). Data analysis in sport. Routledge.
O'Donoghue, P., Holmes, L., & Robinson, G. (2018). Doing a research project in sport performance analysis. Routledge.
O'Leary, Z. (2013). The essential guide to doing your research project. Sage.
Smith, M. (2018). Research methods in sport (2nd ed). Sage.

Journals

Journal of Mixed Methods Research
International Journal of Social Research Methodology

Websites

https://www.bera.ac.uk
https://bases.org.uk
https://www.marjon.ac.uk/research/research-ethics

Module Descriptor

Definitive Document

Module Code	FCMD06
Version	(completed by QASU)
Module Title	Advanced Football Coaching for Performance
Credits	20
Valid From	(completed by QASU)
Status	Proposed
Subject Board	(completed by QASU)
HECoS Code	
Academic Level (FHEQ)	5
Study Period	B
Prerequisites and co-requisites	
Not available to students taking/having taken	

Content (Indicative)

This module focuses on the advanced techniques and strategies used in performance football coaching, with an emphasis on player and team performance optimisation. Students will learn to lead and manage a coaching team, ensuring all practices align with current legislation and performance standards. The module covers the design of developmentally appropriate training curricula, using micro, meso, and macro planning techniques to meet the unique needs of players. Students will explore various learning theories and skill acquisition techniques, applying them to create positive learning environments that foster player development. The module also includes behaviour management strategies to enhance engagement and performance during training sessions. Practical sessions will allow students to refine their coaching techniques, focusing on how to facilitate skill acquisition and behavioural improvements. Students will critically evaluate the effectiveness of their coaching interventions, using data and feedback to inform future practice. By the end of the module, students will have the skills necessary to contribute to high-performance coaching environments.

Teaching and Learning Experience

- Lecture
- Seminar
- Practical
- Work-Based Learning
- Tutorial
- Fieldwork

Module Learning Outcomes (MLOs)

On successful completion of this module students will be able to:
1. Lead a coaching team to monitor and enhance player performance.
2. Understand how to plan micro, meso and macro curricular based on player development needs and the demand of their context.
3. Apply a positive learning environment and appropriate skill acquisition learning theory to meet the demands of the player and / or context.

Assessment

Assessment Task	Weighting	Module Learning Outcomes Assessed
Portfolio	40%	2
Practical	60%	1, 3

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.
Coker, C. (2018). Motor learning and control for practitioners (4th ed.). Routledge.
Collins, D., & MacNamara, A. (2018). Talent development: A practitioner guide. Routledge.
Cone, J., & Smith, G. (2022). Player development: The holistic method. Routledge.
Gilbert, W. (2018). Coaching better every season. A year-round system for athlete development and program success. Human Kinetics.
Kelly, A. (Ed). (2023). Talent identification and development in youth soccer. Routledge.
Lyle, J., & Cushion, C. (2017). Sport coaching concepts: A framework for coaching practice (2nd ed.). Routledge.
McMorris, T. (2014). Acquisition & performance of sports Skills (2nd ed.). Wiley-Blackwell
Pill, S. (2018). Perspectives on athlete centred coaching. Routledge.
Purdy, L. (2017). Sport coaching: The basics. Routledge.
Renshaw, I., Davids, K., Newcombe, D., & Roberts, W. (2019). The constraints led approach: Principles for sport coaching and practice design. Routledge.
Wormhoudt, R., Savelsbergh, G., Willem Teunissen, J., & Davids, K. (2018). The athletic skills model: Optimizing talent development through movement education. Routledge.

Journals

International Journal of Sports Science and Coaching
International Sport Coaching Journal
Journal of Applied Sport Psychology
Journal of Sports Sciences
Sports Coaching Review
Sport, Education and Society

Websites

https://www.bases.org.uk
https://www.community.thefa.com/
https://www.ukcoaching.org
https://www.icce.ws

FOUNDATION DEGREE

LEVELS 4 and 5 (C and D)		
Pass *90-100%* *Outstanding work which: -*	• Demonstrates analytical and critical acumen in football coaching and management. • Provides original thinking and sustained personal judgement well-grounded in leading current research in football coaching, leadership, and performance analysis. • Presents a clear, structured, articulate, and persuasive argument with exceptional synthesis of theory and practice. • Displays advanced problem-solving skills and the ability to apply coaching methodologies effectively across diverse football domains. • Shows outstanding ability to evaluate coaching impact and leadership effectiveness.	**DISTINCTION**
Pass *80–89%* *Exceptional work which: -*	• Demonstrates a thorough, critical understanding of coaching and management theories. • Shows deep engagement in research and application in football contexts. • Exhibits independent thought and critical awareness of coaching, leadership, and performance analysis principles. • Demonstrates originality, insight, and excellent application of theory to practice. • Work is conceptually strong with excellent evaluation of coaching effectiveness and player development.	
Pass *70–79%* *Excellent work which: -*	• Demonstrates a thorough and comprehensive understanding of football coaching and management. • Shows evidence of extensive, relevant reading, including up-to-date industry research. • Reveals originality and insight in applying theory to coaching practice and management scenarios. • Critically evaluates complex coaching methodologies, leadership principles, and performance analysis. • Presents a well-structured, coherent, and well-reasoned argument with strong communication skills.	
Pass *60–69%* *Very good work which: -*	• Demonstrates a sound understanding of football coaching and management principles. • Shows competent use of coaching and sports management literature to support arguments. • Demonstrates the ability to analyse, interpret, and organise information effectively. • Evidence of a broad reading base with clear, concise, and well-structured presentation. • Engages with reflective practice and demonstrates the ability to evaluate coaching behaviours and impact.	**MERIT**
Pass *50–59%* *Good work which: -*	• Demonstrates a generally sound understanding of football coaching and management concepts. • Makes good use of relevant literature to support analysis. • Synthesises information into a clear, structured argument. • Competently applies knowledge to practical coaching situations and managing sporting environments. • Shows some engagement in critical thinking and problem-solving.	**PASS**

Pass *40–49%* *Fair work which: -*	• Demonstrates an understanding of football coaching and management but lacks depth in critical analysis. • Shows evidence of relevant reading but is more descriptive than analytical. • Organises work appropriately and engages with key coaching and management concepts, but with limited application to practice. • Work may lack depth in evaluating coaching effectiveness.	
Borderline fail *35-39%* *Weak work which: -*	• Demonstrates a basic understanding of football coaching and management. - Shows some evidence of reading but lacks engagement with key concepts. • Attempts to work towards tasks set but may have weaknesses in organisation, structure, and argument. • Errors, omissions, and misconceptions may be present. • Limited application to real-world football coaching and management contexts.	**CONDONABLE FAIL**
Fail *30-34%* *Inadequate work which: -*	• Demonstrates only a partial understanding of football coaching and management. • Shows limited engagement with assessment tasks. • Contains significant errors, omissions, or is poorly presented. • Displays little application to practical coaching and management scenarios.	**FAIL**
Fail *20-29%* *Poor work which: -*	• Demonstrates little understanding of football coaching and management principles. • Contains basic misunderstandings or misinterpretations. • Work may be disorganised, include inappropriate material, or fail to meet assessment requirements. • Lacks structure, coherence, and engagement with the subject matter.	
Fail *10-19%* *Incompetent work which: -*	• Demonstrates very limited evidence of understanding football coaching and management. • Shows little engagement with key concepts or assessment tasks. • Work is poorly structured and lacks coherence, critical engagement, or evidence-based reasoning. • Does not meet the academic and professional expectations of the programme.	
Fail *1-9%* *Unacceptable work which: -*	• Demonstrates minimal or no understanding of football coaching and management. • Work may be incomplete, contain irrelevant information, or fail to meet academic standards. • No evidence of engagement with the discipline.	
Fail *0% Non-submission*	• No work submitted.	