

COURSE SPECIFICATION

Course Aim and Title	MSc Football Coaching and Analysis
Intermediate Awards Available	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Teaching Institution(s)	<ul style="list-style-type: none"> • UCFB GIS Manchester (Face to Face, Distance (with attendance)) • QAA Characteristics Statement for Master's Degrees Wembley (Face to Face, Distance (with attendance)) • GIS Global Study Locations (Distance (with attendance))
Alternative Teaching Institutions (for local arrangements see final section of this specification)	n/a
UEL Academic School	School of Health, Sport and Bioscience
UCAS Code	n/a
Professional Body Accreditation	n/a
Relevant QAA Benchmark Statements	QAA Characteristics Statement for Master's Degrees (2019)
Additional Versions of this Course	Part Time Distance (with attendance)
Date Specification Last Updated	November 2023

Course Aims and Learning Outcomes

The main educational aims of the course are to:

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

What you will learn:

Knowledge

- Demonstrate critical knowledge of theoretical, applied and professional practice.
- Apply and justify football coaching models and frameworks.
- Critically examine the relationships between key performance indicators and the sources of performance analysis tools within personal coaching contexts.
- Critique current approaches in practice within the football industry.
- Evaluate the theory and practice of football coaching for performance enhancement.
- Critically analyse differing types of data collection methods associated with a football environment.
- Demonstrate synthesis of knowledge and skills by devising an appropriate design for applied investigation.
- Articulate high levels of expertise in selecting methodologies and in conducting an applied project that addresses sport industry complexities and issues.

Thinking skills

- Take responsibility for developing professional reports underpinned by key academic research.
- Scrutinise the planning and delivery of coaching sessions in relation to key performance indicators relevant to the coaching context.



- Evaluate and synthesis data in an applied context.
- Show how to apply strategic and tactical skills to complex football problems.
- Analyse complex sport industry issues critically and rigorously and make recommendations based on the evidence assembled.
- Apply cognitive skills of critical reasoning, debate and interpretation of published literature and research findings.

Subject-Based Practical skills

- Communicate effectively both in writing and electronically as well as showing listening skills, the ability to present and negotiate with team members.
- Critically evaluate practice and that of performers with the intention to engage in innovative activities linked to enhancing performance of self.
- Demonstrate a range of practical skills that are important to an effective professional coaching environment.
- Critically analyse different perspectives within applied football match analysis.
- Engage in critical thinking, analysis, synthesis and decision-making.
- Demonstrate a critical understanding of the principles of play within football.
- Effectively evaluate sport industry issues and make meaningful and strategic recommendations for the sector.
- Construct, design, and deliver presentations which highlight logical thought, critical evaluation and reflection.

Skills for life and work (general skills)

- Engage in critical thinking, analysis, synthesis and decision-making.
- Communicate information clearly and coherently in a range of forms relevant to intended audiences.
- Manage time effectively in order to meet deadlines and achieve performance targets.
- Critically reflect upon perception of social competence within coaching practice in order to compose an action plan for future development of coaching practice.
- Identify access, evaluate and apply electronic resources to address problems and questions.
- Demonstrate effective communication skills associated with evidence-based material.
- Demonstrate a range of leadership and communication skills in a football context.
- Demonstrate self-directed capacity to plan, design, monitor, and present an applied investigation, enhancing inter- and intra-personal capabilities as a sector employee
- Exhibit computer-aided research skills that promotes the effective analysis and presentation of project findings.

Learning and Teaching

This course is delivered at excellent professional sporting venues similar to those in which students aspire to work. A diverse range of learning and teaching approaches are used as appropriate to each module. Across the course students benefit from regular contact through lectures, seminars, workshops, tutorials and practical sessions. In addition to timetabled classes for each module, students will also attend a weekly personal tutorial session. Some of these tutorial meetings will be conducted in a group, with others conducted one-to-one contact with a tutor. Proactive use of the VLE and mobile technologies engages students with the broader knowledge base upon which the course is built. Integration of theory and practice is consistently emphasised to support authentic learning, wherever possible utilising problem-based approaches, live case studies, client challenges and practical coaching sessions.

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Distance (with attendance)

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

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

Distance (with attendance) students receive an additional, on-campus, intense block delivery of approximately 60+ hours per course. Students will attend short but intense blocks of taught face to face lectures, seminars, workshops and practical sessions at two points during the academic year. During these sessions students will have the opportunity to have contact with academics and practitioners immersed in the football industry. During taught block students will be involved in tutor lead coaching session before delivering session with their peer group which will form part of the assessment process. Clear links will be made between online learning activities and discussion activities and formative support of the students' assessed

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

Assessment

A variety of assessment is employed to engage students across the range of intellectual and professional knowledge and skill areas expressed in the course learning outcomes. Assessment is predominantly continuous, employing items such as reports, presentations, portfolios and reflective writing.

The course team is committed to the use of applied assessment tasks where possible to embed the sector context of the course, to enhance student engagement, and to assess application of theory to practice.

A blend of assessments has been designed to support students' development and demonstration of different skills, for example time management and the ability to work individually. Applied assessment tasks are used as far as possible to enable students to link theory with research and practice, thereby assessing knowledge and understanding alongside subject-specific skills and key skills.

Collaborative working is incorporated where appropriate to enable students to engage in projects of a scale and/or complexity greater than would be achievable individually. Collaborative working also reflects the professional context and supports development of skills for example in communication, negotiation, leadership, and project management. Multiple opportunities are provided for students to benefit from formative feedback from both tutors and peers, for example through class discussions, informal presentations and submission of draft work.

Work or Study Placements

n/a

Course Structure

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

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

Credits are assigned to one of 5 levels:

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

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

The module structure of this course:

Level	UEL Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	UO7002	Applied Football Match Analysis	30	Core	N
7	UO7001	Analysis of Football Coaching Practice	30	Core	N
7	UO7005	Applying Football Principles: Tactics and Strategies	30	Core	N
7	UO7004	Applied Research Project	45	Core	N
7	UD7010	Global Sports Leadership	15	Core	N
7	UO7003	Applied Reflective Practice	30	Optional	N
7	UO7006	Football Statistics and Data Analysis	30	Optional	N
7	UO7008	Philosophy in the Coaching Process	30	Optional	N

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

Additional detail about the course module structure:

n/a

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

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

Course Specific Regulations

n/a

Typical Duration

It is possible to move from full-time to part-time study to accommodate any external factors such as financial constraints or domestic commitments, moving from part-time to full-time will NOT be possible based on the course structure. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

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

Further Information

More information about this course is available from:

- The UCFB web site (www.ucfb.ac.uk)
- The Course Handbook
- Course Leader
- Module Leader

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

Additional costs:

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

- Accommodation and travel (distance courses) – You are required to attend face to face classes to support learning in two modules. The face to face sessions are delivered in two blocks at one of the GIS campuses (you will identify the most suitable campus at application). You are responsible for arranging your own travel and accommodation to support timely access to classes during the study blocks. Costs will be dependent on your choice of travel and accommodation.

- Technology – You are required to have access to a laptop, desktop computer or mobile device to support learning and assessment. The costs will be dependent on your

choices. For distance and distance (with attendance) learning students, UCFB|GIS Online Hub is compatible with mobile devices, including tablets. However, you will need an internet connection in order to view the content as part of your course. UCFB|GIS also has an app which you can download from the app store on iOS and Android so that you can access content on the go. Simply search for 'UCFB Online Hub'.

- Kit (coaching courses) – GIS coaching kits (optional) - £100
- Stationery equipment – paper and pens are required. Costs will vary dependent on your choice.
- Books, journals and periodicals – books will be available to access in the UCFB|GIS and UEL library. If you wish to purchase books they can do so, however this is not a requirement.
 - Printing – printing credits are required to print documents on UCFB|GIS sites. For the 2021/22 academic year, copies are 5p for black and white and 15p for colour.

Alternative Locations of Delivery

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