

COURSE SPECIFICATION

Course Aim and Title	MSc Football Coaching and Leadership
Intermediate Awards Available	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Teaching Institution(s)	Global Institute of Sport (GIS)
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 Bench Mark Statement for Master's Degrees in Business & Management (2023)
Additional Versions of this Course	Part Time (Sep & Jan)
Date Specification Last Updated	September 2025

Course Aims and Learning Outcomes

Course Overview

The MSc Football Coaching & Leadership is designed for current and aspiring coaches, leaders, and practitioners who wish to expand their expertise in managing people, leading teams, and shaping high-performance environments. Students will explore coaching philosophy, strategies and tactics, analysis of coaching practice, Leading football clubs and organisations, managing global strategy. The programme combines advanced coaching theory with leadership development, equipping graduates with the skills, knowledge, and applied experience required to excel in the evolving football industry.

This course is designed to give you the opportunity to:

Knowledge and understanding

- Develop systematic knowledge and understanding of relevant coaching topics and its detailed relationship across different coaching domains in practice

Skills

- An excellent command of subject-specific academic and professional skills relevant to the appropriate field of football coaching and analysis or leadership as well as consistent proficiency in transferrable skills and attributes for the sports industry

Critical perspective

- A critical awareness of current issues in football coaching and analysis or high performance which is informed by leading edge research and practice in the field as well as a proactive and independent approach to learning
- Conceptual understanding to critically evaluate current research and theories of coaching practice to allow detailed investigation into practice, research or advanced scholarship in the field of football coaching

Application

- Application of relevant coaching theories to practice across a range of complex situations (i.e., Game Models, Coaching Philosophy, Coaching Pedagogies and Methodologies)
- Ability to evaluate and integrate theory into practice in a wide range of coaching domains and situations.

Values

- An ability to manage and lead with a strong sense of global social and ethical responsibility, appreciating the contradictory challenges this presents in complex football coaching domains and behave with integrity

What you will learn:

Knowledge

- Justify key concepts that underpin your Game Model
- Evaluate the term “coaching competence” and assess its importance for different sports coaching contexts
- Interpret and explain how coaching philosophy is conceptualised both in academia and professional contexts
- Design and justify an applied professional project that addresses a clearly defined issue or opportunity within the sport industry

Thinking skills

- Critically examine the challenges faced in implementing a game model approach within your coaching domain.
- Two Explain and justify how varied methods can be used to analyse and enhance coaching competence
- Evaluate the impact culture and other contextual factors have on the development and demonstration of a coaching philosophy in practice
- Critically evaluate relevant theories, evidence, and professional practices to inform project development and decision-making

Subject-Based Practical skills

- Critically justify the selected principles of play, style of play and desired system of play for two specific moments and sub-moments of the game.
- Defend the key strategies and tactics that are applied to your desired style and system of play
- Critically evaluate your coaching practice or that of another coach using objective analysis tools and techniques
- With use of reflective models, theory and a range of applied evidences, describe how a personal coaching philosophy is evidenced in practice and summarise the challenges faced in doing this
- Analyse complex sport industry issues critically and rigorously, using both published literature and your own data to make recommendations for future practice

Skills for life and work (general skills)

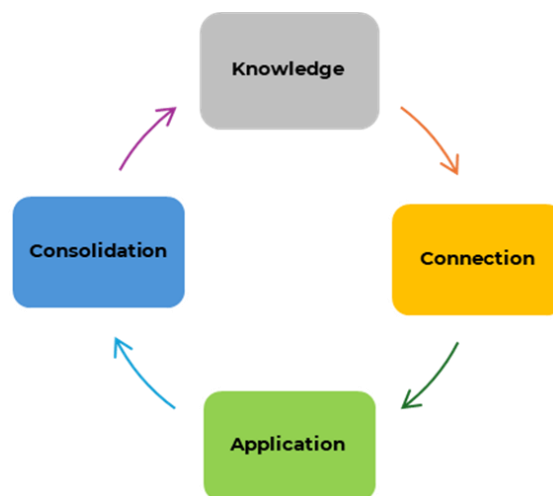
- Interpret and reflect upon the competence demonstrated in practice. Explain and justify areas for development to further enhance coaching practice
- Assess and justify any areas for personal and professional growth, specifically regarding the demonstration of personal values in practice
- Critically reflect on personal and professional learning, identifying the impact of the project on self, others, and the organisation.

Learning and Teaching / Assessment

At GIS, our learning and teaching approach is structured, student-focused, and designed to support the delivery of high-quality education across all disciplines. It reflects our commitment to creating meaningful learning experiences that integrate theory, promote active engagement, and foster reflection and personal growth.

This learning and teaching model promotes purposeful, engaging, and inclusive learning through a combination of **microlearning** and **active learning** strategies. It emphasizes structured delivery, allowing students to engage with content in manageable and meaningful ways that promote deeper understanding, learner autonomy, and practical skill development.

Figure 1. GIS Learning and Teaching Cycle (2025):



1. Knowledge (Core foundation)

Knowledge is developed and assessed through:

- Core academic literature, journals, books, and models aligned with module content and learning outcomes.
- Introduction to key concepts, definitions, and principles.
- Structured explanations of topics to provide foundational understanding.
- Contextual knowledge needed to support deeper exploration and application.

2. Connection (Thinking Skills – helping bring theory to life)

Critical thinking and analytical skills are developed and assessed through:

- Case studies
- Videos and animations
- Podcasts and audio explanations
- Interactive simulations or clickable definitions
- Guest speakers (live or recorded)

These tools help students connect theoretical knowledge to real-world contexts, encouraging deeper cognitive engagement.

3. Application (Practical Skills – putting leaning in practice)

Practical and professional skills are developed and assessed through:

- Activities that bridge theory and practice or challenge existing assumptions
- Interactive tasks, problem-solving exercises, and hands-on learning
- Opportunities to apply concepts in real or simulated environments.
- Practice-based activities that reinforce understanding through experimentation.
- Tasks that promote reflection and active participation

4. Consolidation (Reinforcement - Skills for Life and Work)

Transferable and lifelong learning skills are developed and assessed through:

- Knowledge checks, reflections, quizzes (Declarative Knowledge)
- Collaborative opportunities to discuss, debate, and refine learning with peers and tutors (Procedural Knowledge)
- Live and classroom sessions that promote critical thinking and synthesis for long-term knowledge retention and personal development (Conditional Knowledge)
- Peer-to-peer learning and knowledge sharing to enhance communication and teamwork.

Work or Study Placements

N/A

Course Structure

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

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

Credits are assigned to one of 5 levels:

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

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

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	SE7051	Philosophy in the Coaching Process	30	Core	Y
7		Applying Strategies & Tactics	30	Core	Y
7	SE7048	Analysis of Football Coaching Practice	30	Core	Y
7	SG7036	Applied Professional Project	30	Core	Y
7		Leading Football Clubs & Organisations	30	Core	Y
7	SG7037	Managing Global Strategy	30	Core	Y

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

None

Typical Duration

It may be possible to move from full-time to part-time study to accommodate any external factors such as financial constraints or domestic commitments. Students making use of this flexibility should note that this may impact the overall duration of their study period. We advise that you contact your tutors or the Academic Services Team to discuss any mode of study change requests.

The duration of this course is one calendar year full-time and two calendar years part-time.

The time limit for completion of a Postgraduate course is two years in full time mode, and four years in part time mode after first enrolment on the course. Where a student changes mode of study, the time limit for completion of a course will be recalculated on a pro-rata basis. The maximum length of study is 5 years for postgraduate students from first enrolment on the course.

Further Information

More information about this course is available from:

- The GIS web site (<https://gis.sport/>)
- The course handbook
- Module study guides
- [UEL Manual of General Regulations](#)
- [UEL Quality Manual](#)

All GIS are subject to thorough course approval procedures before UEL 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:

- **Technology** – Students 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. The GIS virtual learning environment is compatible with mobile devices, including tablets. However, students will need a reliable internet connection in order to view the content as part of their course.
- **Books, Journals and Periodicals** – Books will be available to access within the GIS and UEL e-library. If students wish to purchase books they can do so, however this is not a requirement of the course.
- **Accommodation and Travel** – If students are required to attend face to face learning as part of the course, or opt to attend in person events, students are

responsible for arranging their own accommodation and travel, if it is required. Costs will be dependent on student choice of accommodation and travel.

Alternative Locations of Delivery

This course is also taught online by the Global Institute of Sport (GIS) and is awarded by the University of East London.

Students will have the opportunity to enhance their studies by attending GIS Global Summits throughout the duration of their studies, held at locations such as UK, Miami, Melbourne and Toronto. Further information on dates and activities available as part of the summits will be provided during your studies. Additional costs will apply to participate in Global Summit activities