

Course Title	Football Development and Coaching, UEA FdSc
Awarding Body	University of East Anglia
Level of Award	Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course	2 years
Intended Award	Foundation Degree
Fall-back Awards	Certificate of Higher Education (Cert HE) – 120 Credits
Entry Requirements	64 UCAS Tariff Points A minimum of GCSE Maths, English and Science (preferred) grade 4/c or above, or National Literacy and Numeracy tests at Level 2 or 3 Open University credits in lieu of A Levels Access to HE Diploma at Pass level with suitable science or land-based credits Mature candidates with life experience in professional or semi-professional work will be considered. English as a second language students must demonstrate attainment of IELTS at level 6.0
Delivering Institution(s)	Easton College
Easton Course Code	F0069
UCAS Code	C602

Course Structure

Level 4	Module Credit Value										
<p>Professional and Academic Skills</p> <p>Professional and Academic Skills is a core module to all Higher Education programmes at Easton and Otley College. This is a key module to aid your success in programme of study.</p> <p>This module aims -</p> <ul style="list-style-type: none"> • to provide a framework of academic skills at undergraduate level • to promote your recognition of the value of research, design of research, analysis (including statistics) and reporting in the context of your programme specialism • to aid in the identification and development of a developmental approach to learning and to the professional skills required for employment <p>Having completed this module, you should be able -</p> <ul style="list-style-type: none"> • to use a range of academic approached and techniques • to reflect on your personal performance and development of scholarly activity • to apply appropriate judgement in selecting and analysing academic sources and data • to communicate effectively with peers, assessors and wider audiences in a variety of media • to apply the Harvard Referencing System correctly and consistently in work products • to understand the professional standards for graduate employment your industry/career path <p>Whilst delivery and the learning outcomes are generic the content and output of your work will reflect to programme specialism you are studying towards.</p> <p><u>Assessment Details:</u></p> <table border="1" data-bbox="193 1379 1321 2024"> <thead> <tr> <th data-bbox="193 1379 459 1547">Type</th> <th data-bbox="459 1379 647 1547">% Weighting</th> <th data-bbox="647 1379 798 1547">Word Count/ Exam Length</th> <th data-bbox="798 1379 975 1547">Learning Outcomes Coverage</th> <th data-bbox="975 1379 1321 1547">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 1547 459 2024">E – Portfolio section 1</td> <td data-bbox="459 1547 647 2024">35</td> <td data-bbox="647 1547 798 2024">No limit</td> <td data-bbox="798 1547 975 2024">1 & 2</td> <td data-bbox="975 1547 1321 2024">Section 1 Academic Techniques Styles of academic work – to include a range of methods (depending on relevance to programme of study) such as – Plans, Literature Review, Essay, Case Study, Presentation, Poster (academic), Poster (informational), Articles, Diagrams, Reports, Experimental Reports,</td> </tr> </tbody> </table>	Type	% Weighting	Word Count/ Exam Length	Learning Outcomes Coverage	Comments	E – Portfolio section 1	35	No limit	1 & 2	Section 1 Academic Techniques Styles of academic work – to include a range of methods (depending on relevance to programme of study) such as – Plans, Literature Review, Essay, Case Study, Presentation, Poster (academic), Poster (informational), Articles, Diagrams, Reports, Experimental Reports,	20
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				Use of Harvard Referencing, Reflective Writing	
E- Portfolio section 2	35		1	Section 2 Research and Analysis Types of research and analysis – to include (depending on relevance to programme of study) such as –Samples of relevant subject specific information, Validity and Reliability of sources, Primary and Secondary data examples, Data description and interpretation exercises, Action research outline, Questionnaire – developed using a range of question types/styles	
E- Portfolio section 3	30		2	Section 3 – Professional Development Swot analysis, Emotional intelligence, Belbin’s team roles, Industry skills, Soft skills development, Personal development reflection, CV, ICT development	
<p>Workplace Dynamics and Performance</p> <p>Effective management of an organisational workforce and performance is essential for the survival of all industries. This module provides an overview of business principles, operations and functions that are found in all businesses. It considers key roles and activities within each functional area of the business whilst also examining the crucial interrelationships between functional areas.</p> <p>No organisation operates effectively without a sound and productive workforce. A clear understanding of employment requirements, skills and team dynamics is essential to effective employees. Students are able to develop an understanding of the value and nature of clear the workforce in an operational situation.</p> <p>The placement element of this module requires that students complete 100hours of work experience (this must be evidenced for successful completion of the module). Experience may be via daily/weekly activities or block placements to suit the student and employer. This should be linked to the sector or industry of the course subject giving students the opportunity to see how the operational, financial and human resources side of businesses operates and its importance.</p>					20

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Business Case Studies (Formative) Investigative Project (Summative)	50%	Case Studies forum via VLE peer discussion (Formative) Project 1750 words (S1)	1 and 2													
Student Forum (Formative) Reflective Report (Summative)	50%	VLE Forum Report 1750 Words (S2)	3 and 4													
<p>Community Football, Coaching and Development</p> <p>The module aims to introduce students to fundamental principles of coaching and developing football within the community. This will give students the relevant skills to coach to grassroots and specific population groups. Considerations of safeguarding, first aid and health and safety awareness will need to be developed as part of this module.</p> <p>Students will also experience developing football provisions within the areas of grassroots and specific populations through practical design and delivery with the support of football providers. This module will embed the principles required for FA level 1 coaching qualification, where there will be an expectation for students to achieve this by the end of the summer term.</p> <p><u>Assessment Details:</u></p> <table border="1"> <tr> <td>Assessment Type</td> <td>% Wt</td> <td>Comments</td> <td>LO</td> </tr> <tr> <td>Practical</td> <td>60%</td> <td>Practical delivery of coaching session 30 minutes</td> <td>1</td> </tr> <tr> <td>Presentation</td> <td>40%</td> <td>Present key understanding of the influences surrounding coaching and Identify and discuss concepts around football development (15 minutes)</td> <td>2, 3</td> </tr> </table>				Assessment Type	% Wt	Comments	LO	Practical	60%	Practical delivery of coaching session 30 minutes	1	Presentation	40%	Present key understanding of the influences surrounding coaching and Identify and discuss concepts around football development (15 minutes)	2, 3	20
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<p>Technical and Tactical Concepts</p> <p>This module will develop the coach's technical skills and tactical knowledge of football coaching. Students will be required to deliver practical sessions that are underpinned by academic understanding of learning and coaching theories. This will enhance their understanding of the game and their coaching skills using coaching formulae and the FA's principles of play as part of the English DNA.</p> <p>The module will aim to provide students with opportunities to observe coaches so that performance evaluations, reflections and comparisons can take place amongst mentors and peers. This module will provide the foundations for the completion of FA level 2.</p> <p>By the end of this module, students should understand how to implement a successful coaching programme for advanced athletes and understand the responsibilities required of coaching a higher-level performer.</p>				20												

<u>Assessment Details:</u>				
Assessment Type	% Wt	Comments	LO	
Practical competency	0%	Formative	1	
Session delivery	50%	Summative: 20-minute coached session with plan.	1&2	
Review of technical delivery and tactical understanding	50%	Summative: 20-minute presentation	3 & 4	
Human Anatomy and Kinesiology				
<p>The aim of this module is to provide learners with the foundation knowledge in functional anatomy and kinesiology necessary for the accurate description and explanation of human anatomy and basic sport and exercise movements. The module is a first, important, step in grasping the knowledge and skills required for subsequent modules which apply these principles to situations looking at understanding the human body, improving performance and reducing injury.</p>				
<u>Assessment Details:</u>				
Assessment Type	% Wt	Comments	LO	
Report / Essay	50	Summative: Movement for Sport (2000 words)	3	
Formative	0	Formative: Mock Examination	1-2	
Examination	50	Summative: Knowledge of Human Anatomy 1.5 hours	1-2	20
History, Culture and Future of Football				
<p>This module will provide students with an understanding of the history of football, how it has developed and how the culture of football has been created, internationally, nationally and locally. This module will seek to evaluate the current issues that surround football, giving students an opportunity to keep up with the ever-changing landscape of the game.</p>				
<p>This module provides an exploration of the sociological, political and cultural factors that underpin football and its development. The module considers the nature of coaching and development work in the context of key policies and delivery frameworks. Learners will gain an understanding of policies in several key areas from education, grassroots and elite, and be able to evaluate their impact for a local community.</p>				
<u>Assessment Details:</u>				
Assessment Type	% Wt	Comments	LO	
Critical Analysis and Review	50%	Summative	1 & 2	
Presentation	50%	Summative: 20 minutes	3 & 4	20

Level 5			Module Credit Value
Work-based Research Project			20
<p>The aim of the module is for learners to carry out a data analysis project in an industry setting for the benefit of an employer.</p> <p>The analysis of data and scientific information is an essential requirement for effective and efficient research and management in many types of industry. Many commercial decisions require an understanding of the information presented and how that information has been gathered and analysed. This module follows and complements the year 1 HE Academic skills module and will develop the learner's knowledge of the range of information sources available and should equip them with practical skills in planning a piece of research. The learners will explore the methodologies employed when carrying out research and will improve their ability to collect, analyse and interpret data in order to draw meaningful conclusions. This module provides a unique opportunity for learners to plan and perform a scientific research project in their field of interest and expertise.</p> <p>The project will be used to encourage and test initiative and independent thought. The learner must take responsibility for the formulation of a project plan after an initial survey of relevant information and possible methods of approach. The module can be seen as developing the learner's knowledge of career opportunities in their chosen industrial sector. It gives the opportunity to develop planning and analytical skills, report writing, presentational and communication skills.</p> <p>Agreement with a work provider, as to the topic being investigated is essential. A core component of this module is the minimum of 100 hours of evidenced student work experience/work/project work with suitable employers or organisations.</p> <p><u>Assessment Details:</u></p>			
Assessment Type: Summative	% Wt	Comments	LO
Project Proposal (Formative)	0	Formative – to include a title, aims, objectives, proposed schedule, justification and employer agreement Gantt planning document Must include ethics form for Ethics Board (500 words) (S1)	1
Scientific Report	70	To include an abstract, introduction, literature review	1-3

		methodology, results and conclusion (3000 words) (S2)														
Academic Poster	30	A1 size, to be exhibited to an audience of programme peers and industry representatives (500 words) (S2)														
<p>Advanced Coaching</p> <p>This module enables learners to further develop their knowledge, understanding and practical application of the coaching process from Level 4. Students will develop short term and long-term coaching plans; further develop and refine coaching methods to improve performance of individuals / teams; develop strategies and tactics to improve performance considering the wider coaching environment; demonstrate a good technical knowledge of their own sport; promote their own coaching philosophy through theory and practical situations. Students will explore the application of their own coaching skills and observe the coaching skills of peer coaches.</p> <p>Students will learn the skills required to deliver a coaching session that demonstrates competency in their planning and practical delivery. Students will be expected to be working towards at least one Level 2 during the year and be qualified as a Level 2 coach.</p> <p><u>Assessment Details:</u></p> <table border="1"> <thead> <tr> <th>Assessment Type</th> <th>% Wt</th> <th>Comments</th> <th>LO</th> </tr> </thead> <tbody> <tr> <td>Coaching portfolio with self – evaluation of 6-week programme, including feedback from peer review observation.</td> <td>50%</td> <td>The coaching sessions should aim to cover different aspects of coaching. Summative: 2000 words</td> <td>1, 4</td> </tr> <tr> <td>Practical Coaching Observation</td> <td>50%</td> <td>Summative 20 minutes</td> <td>2, 3</td> </tr> </tbody> </table>				Assessment Type	% Wt	Comments	LO	Coaching portfolio with self – evaluation of 6-week programme, including feedback from peer review observation.	50%	The coaching sessions should aim to cover different aspects of coaching. Summative: 2000 words	1, 4	Practical Coaching Observation	50%	Summative 20 minutes	2, 3	20
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<p>Football Promotion and Sustainability (Optional Module)</p> <p>Module aims to provide students with an understanding of how football can be promoted outside of elite level. With the game evolving and less people participating over the ages of 18, football within the local area is at risk of further decline. Students will be tasked with researching why this is and providing sustainable solution to promoting football and making it sustainable. The module will also include exploration of football development initiatives and increase the students' awareness of key concepts within football development. Students will be expected to contribute to the development of a local initiative. Students will be required to understand the key job roles of grassroots coaches, such as volunteers and referees.</p> <p><u>Assessment Details:</u></p> <table border="1"> <thead> <tr> <th>Assessment Type</th> <th>% Wt</th> <th>Comments</th> <th>LO</th> </tr> </thead> <tbody> </tbody> </table>				Assessment Type	% Wt	Comments	LO	20								
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Initiative Rationale	30%	Summative: To panel of coaches and development officers 10 minutes – Marketing broacher	1																					
Initiative Delivery		Formative: 4 weeks	3																					
Delivery and review of initiative	70%	Summative: Review of initiative	2 & 3																					
<p>Fitness and Nutrition</p> <p>This module explores a wide range of fitness testing and training methods required for football. This module will look at industry used equipment to monitor physical performance to provide players and coaches clear guidance of how to improve physical performance and reduce the risk of injury. Students will be required to undertake fitness testing and provide relevant fitness plans to players.</p> <p>Students will also be required assess players nutritional intake and to monitor and provide nutritional advice, based on body composition, position and training requirements.</p> <p><u>Assessment Details:</u></p> <table border="1"> <thead> <tr> <th>Assessment Type</th> <th>% Wt</th> <th>Comments</th> <th>LO</th> </tr> </thead> <tbody> <tr> <td>Testing and data collection</td> <td>0</td> <td>Formative Assessment (S1 and S2)</td> <td>1</td> </tr> <tr> <td>Result analysis and Session Plans</td> <td>50%</td> <td>Summative Assessment 1500 words (S2)</td> <td>1 & 2</td> </tr> <tr> <td>Nutrition Consultation</td> <td>0</td> <td>Formative</td> <td>3</td> </tr> <tr> <td>Nutritional assessment and player feedback</td> <td>50%</td> <td>Summative Assessment 20 minutes (S2)</td> <td>3 & 4</td> </tr> </tbody> </table>				Assessment Type	% Wt	Comments	LO	Testing and data collection	0	Formative Assessment (S1 and S2)	1	Result analysis and Session Plans	50%	Summative Assessment 1500 words (S2)	1 & 2	Nutrition Consultation	0	Formative	3	Nutritional assessment and player feedback	50%	Summative Assessment 20 minutes (S2)	3 & 4	20
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<p>Football Psychology</p> <p>Relevant psychological factors that can affect behaviour and performance will be investigated and discussed to build the foundations for practical application. Psychological interventions are increasingly being used by athletes, coaches and management to optimise mental health and sports performance.</p> <p>This module is designed to further develop an understanding of the athlete management and support tools. Students will be required to work practically with football players to assess their psychological profile. Based on athlete needs, learners will provide recommendations in the form of strategic intervention. This will be achieved as learners will have an opportunity to apply knowledge and gain familiarity with a range of assessment, monitoring and intervention skills in a practical setting.</p> <p><u>Assessment Details:</u></p> <table border="1"> <thead> <tr> <th>Assessment Type</th> <th>% Wt</th> <th>Comments</th> <th>LO</th> </tr> </thead> <tbody> <tr> <td>Player consultation</td> <td></td> <td>Formative</td> <td>2</td> </tr> <tr> <td>Presentation</td> <td>50%</td> <td>Summative (20 mins.)</td> <td>1,2,3</td> </tr> </tbody> </table>				Assessment Type	% Wt	Comments	LO	Player consultation		Formative	2	Presentation	50%	Summative (20 mins.)	1,2,3	20								
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Support Player Intervention		Formative	4																								
Player Case Study	50%	Summative (2000 words.)	4 & 5																								
<p>Strength Conditioning and Injury Management (Optional Module)</p> <p>This module will develop knowledge gained in previous modules concerned with fitness and athlete injury. Students will build a greater understanding of athlete preparation by exploring the force – velocity relationship and carrying out detailed evidence-based needs analysis of a selected sport allowing for effective programming. Injury management will be examined by investigating the health care profession and treatment options available to athletes. Students will learn when to provide injury management advice and when to recognise a referral to specific health care professionals is appropriate. Students will undertake practical work to understand this relationship whilst exploring and developing a coaching competency in a range of training methods and corrective techniques. Experience will also be provided to plan injury treatment and rehabilitation programmes to support the injured athlete.</p> <p><u>Assessment Details:</u></p> <table border="1"> <thead> <tr> <th>Assessment Type</th> <th>% Wt</th> <th>Comments</th> <th>LO</th> </tr> </thead> <tbody> <tr> <td>Needs analysis</td> <td>25%</td> <td>Summative: 15 minutes</td> <td>1</td> </tr> <tr> <td>Practical Assessment</td> <td>0%</td> <td>Formative</td> <td rowspan="2">2</td> </tr> <tr> <td>Practical Assessment</td> <td>25%</td> <td>Summative: 15-minute observation</td> </tr> <tr> <td>Role Play</td> <td>0%</td> <td>Formative</td> <td>4</td> </tr> <tr> <td>Role Play/ Treatment and Rehabilitation plan</td> <td>50%</td> <td>Summative: 15 minutes + Plan</td> <td>3 & 4</td> </tr> </tbody> </table>				Assessment Type	% Wt	Comments	LO	Needs analysis	25%	Summative: 15 minutes	1	Practical Assessment	0%	Formative	2	Practical Assessment	25%	Summative: 15-minute observation	Role Play	0%	Formative	4	Role Play/ Treatment and Rehabilitation plan	50%	Summative: 15 minutes + Plan	3 & 4	20
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<p>Performance Analysis and Biomechanics</p> <p>The module will develop student’s understanding of how conducting sports analysis can accelerate coach and athlete performance. Students will be introduced to biomechanical principles where they will be expected to carry out analysis in which basic principles of movement will be applied.</p> <p>Students will investigate methods used to analyse a range of variables important for performance and match play. They will have access to industry recognised software’s and equipment such as GPS, Heart rate telemetry, Gym Aware and Hudl. Students will also have access to video recording equipment and software whilst developing notational methods.</p> <p>Students will use a selection of methods to collect data and research an area of interest. The student should be encouraged to conduct their research with an athlete or team so that the data gathered can be used to facilitate improvements in performance. Findings from this project will either be reported directly to the athlete, team or through a coach to develop industry experience and feedback skills.</p>				20																							

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Assessment Type	% Wt	Comments	LO
Mock examination	0	Formative	1
Exam	30%	Summative 1 hour (S1)	1
Project seminar	0	Formative	2 & 3
Project	70%	Summative 2500 words (S2)	2 & 3