

## Module specification

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Module Code	WFC501
Module Title	Be the Change: Football in the Community
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100095
Cost Code	GASP
Pre-requisite module	N/A

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
FdA Football and Community Development	Core

### Breakdown of module hours

Learning and teaching hours	20 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	10 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	10 hrs
Guided independent study hours	160 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aims

- Critically explore the role of football as a tool for social change, focusing on its impact on local and global communities.
- Develop a deep understanding of how football initiatives can address societal challenges, such as inequality, health, education, and community cohesion.
- Enhance students' ability to design, deliver, and evaluate community-based football projects that promote inclusivity and sustainability.
- Foster critical thinking and reflective practices regarding the cultural, economic, and political contexts influencing football in community settings.

## Module Learning Outcomes

At the end of this module, students will be able to:

1	Design a football initiative to address a community issue, emphasizing inclusivity and sustainability.
2	Evaluate the impact of football programs using appropriate frameworks and tools.
3	Analyse how local and global contexts shape community football projects.
4	Reflect critically on personal learning and contributions in community football engagement.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

**Written assignment** - Students will write a 2000-word essay analysing the impact of football as a tool for social change. The essay should explore the historical, cultural, and social dimensions of football, critically assessing its role in addressing issues such as inequality, health, education, or community cohesion.

**Project** - Students will work individually to create a detailed proposal for a football-based community project. The project should address a specific social issue (e.g., youth unemployment, mental health, or gender inequality) and outline a plan for implementation and evaluation.

### Part 1 - Project Report

- **Introduction:** Identify the target community and the specific issue being addressed.
- **Rationale:** Justify the use of football as a mechanism for tackling the issue, supported by research.
- **Implementation Plan:** Describe the program's structure, activities, and timeline.
- **Budget and Resources:** Provide a basic outline of required resources and funding considerations.
- **Evaluation Plan:** Detail methods to measure the project's success (e.g., surveys, interviews, or outcome tracking).

### Part 2 – Presentation (10 minutes)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	2, 3	Written Assignment	2000 words	50	N/A
2	1, 4	Dissertation/Project	10 minutes	50	N/A

## Derogations

N/A

## Learning and Teaching Strategies

The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and asynchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake additional reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses. Guest lectures will also be a key feature within the module, whereby industry practitioners will share their applied experience and knowledge with the students.

## Welsh Elements

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.

## Indicative Syllabus Outline

- Introduction to Football and Social Change
- Theoretical Frameworks
  - Sport for Development and Peace (SDP)
  - Social capital, empowerment, and community development theories
  - Critical perspectives on sport and inequality
- Key Areas of Impact
  - Football and health promotion
  - Football and education
  - Football and youth development
  - Football for community cohesion and anti-discrimination
- Designing Inclusive Football Interventions
  - Principles of inclusivity and equity in programme design
  - Working with diverse populations (e.g., refugees, people with disabilities, underrepresented groups)
- Sustainability and Ethics in Football Projects
  - Environmental and social sustainability

- Ethics and safeguarding in community programmes
- Project Planning and Delivery
- Monitoring, Evaluation and Impact Assessment
- Reflecting on success and failure in football-based interventions
- Global and Local Policy Contexts
  - Policy frameworks and funding landscapes
  - The role of NGOs, governments, and football federations
  - Political economy of sport and global inequalities
- Case Studies and Guest Speakers
- Reflective Practice and Personal Development

## Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

## Essential Reads

Coalter, F. (2013) *Sport for Development: What Game Are We Playing?* London: Routledge.

## Other indicative reading

Holt, N.L. and McDonough, M.H. (2024) *Positive Youth Development through Sport*. 3rd edn. London: Routledge.

Kay, T., Patmore, A., and Collins, M. (2014) *Sport and Social Exclusion*. 2nd edn. London: Routledge.

Brown, A., Crabbe, T., and Mellor, G. (2013) *Football and Community in the Global Context*. London: Routledge.

## Administrative Information

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