

Module specification

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Module Code	FAW408
Module Title	Coach Mentoring in Football
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100095
Cost Code	GASP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to BSc (Hons) Football Coaching and the Performance Specialist for QA and assessment purposes	Option

Pre-requisites

A minimum of the Level 1 Football Leaders Award (Football Coaching Qualification).

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	05/02/2019
With effect from date	05/02/2019

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Date and details of revision	March 2024 – minor change to module title
Version number	2

Module aims

- Provide an opportunity to enhance and develop their own coaching practice and the practice of others.
- Provide opportunities for the practice, development and widening of personal transferable skills.
- Provide an introduction to the pedagogical theoretical concepts of coach mentoring.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate an understanding of the coach mentoring process within a football environment
2	Identify and discuss a range of approaches to professional practice within grassroots and elite environments
3	Discuss mentoring theory in relation to the applied environment

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.

Assessment 1: Oral Assessment – 15 minutes

The student will be presented with a hypothetical applied football coaching scenario with supporting material.

The scenario will highlight the following: -

- The topic of the session
- The age and number of players involved
- The level of performance
- The experience of the coach (current qualifications etc.)

The student will then utilise contemporary research and theory to discuss how they would act as a mentor within the scenario, drawing upon concepts and principles discussed within the module.

Assessment 2: Essay – 2000 words

During the course the students will apply the theoretical practice within their own environment. The essay will describe the student's mentoring practical experience, linking the theory to their own practice and highlighting their own strengths and areas of development for future practical application.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Oral Assessment	50
2	1, 2 & 3	Written Assignment	50

Derogations

None

Learning and Teaching Strategies

Planning, organisation, observation, discussion, self-management, independent thinking, problem solving, IT skills, communication skills, interpersonal skills of interacting with performers and reflective practice.

This module will be delivered with a variety of learning & teaching strategies, where students have to engage with a range of activities, which include lectures, seminars, blended learning, small group work, practical activities and practical workshops.

Indicative Syllabus Outline

- 'What is a Mentor?'
- Mentee to Mentor Communication
- Practice Structure and Session Objectives
- Differentiation when Mentoring
- Structuring Effective Feedback
- Challenge vs Support

Indicative Bibliography:

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

Essential Reads

Chambers, F. (2018), *Learning to Mentor in Sports Coaching: A Design Thinking Approach*. Routledge: Leeds, UK.

Cronin, C., and Armour, K. (2018), *Care in Sports Coaching: Pedagogical Cases*. Routledge: Leeds, UK.

Other indicative reading



Jones, R. L., Armour, K. M. and Potrac, P. (2003), 'Constructing Expert Knowledge: A Case Study of a Top-Level Professional Soccer Coach', *Sport, Education and Society*, Vol. 8, No. 2, pp. 213-229.

Rathwell, S., Bloom G. A., and Loughhead, T. (2014), 'Head Coaches' Perceptions on the Roles, Selection, and Development of the Assistant Coach'. Available from <https://www.researchgate.net/publication/275444957> Head Coaches' Perceptions on the Roles Selection and Development of the Assistant Coach

Sawiuk, R., Taylor, W. G. and Groom, R. (2017), 'An Analysis of the Value of Multiple Mentors in Formalised Elite Coach Mentoring Programmes', *Physical Education and Sports Pedagogy*, Vol. 22. No. 4, pp. 403 – 413.