

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	Hartpury
<b>Delivery Location</b>	Hartpury
<b>Faculty Responsible for Programme</b>	Hartpury
<b>Department Responsible for Programme</b>	Sport
<b>Modular Scheme Title</b>	Sport
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	FdSc Sports Coaching
<b>Default Award Title</b>	None
<b>Fall-back Award Title</b>	None
<b>Interim Award Titles</b>	Cert HE Sport Coaching Certificate in Sport Coaching
<b>UWE Progression Route</b>	BSc (Hons) Sport Coaching BSc (Hons) Sports Studies
<b>Mode(s) of Delivery</b>	Full time/Part time
<b>Codes</b>	<b>UCAS:</b> C602 <b>JACS:</b> C600
	<b>ISIS2:</b> C602 <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Hospitality, Leisure, Sport and Tourism
<b>CAP Approval Date</b>	29 May 2014
<b>Valid From</b>	01 September 2013 (2014 entry)
<b>Valid Until</b>	01 September 2019
<b>Version</b>	3.5

## Part 2: Educational Aims of the Programme

The programme seeks to underpin the University's principle that the graduates not only serve the sports coaching industry, but also aid in the development of that industry. The programme seeks to support the University's ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the UWE Hartpury student is encouraged to adopt a critical approach and challenge orthodox thinking about sports coaching and teaching related concepts. Students will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the sports industry, reflecting ongoing developments in the coaching profession.

Not only should a UWE Hartpury student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme has been designed to enable them to develop self-confidence. Student centred learning has been employed which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students are encouraged to be well read within their subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

- 1 Creative and analytical thinking arising from an intellectual understanding of sport coaching and related literature;
- 2 Personal qualities and interpersonal skills necessary for successful engagement in the sports coaching and teaching industries;
- 3 Knowledge and understanding of research based and evidence based practice within the sports coaching industry;
- 4 A wide range of practical and technical skills and able to contextualise in the delivery of a variety of sports coaching programmes;
- 5 Ethical awareness arising from an understanding of the sports coaching industry and associated stakeholders;
- 6 Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the sports industry;
- 7 An expansive range of transferrable skills, equipping students/graduates to flourish across a range of disciplines and industries;
- 8 Self-confidence to contribute to local, national and/or international society through the development of lifelong learning skills.
- 9 Well-developed vocational skills, knowledge and understanding which will enable the student to be competent to relevant industry standards and immediately effective in sport related occupations;
- 10 Establish and maintain relationships between sports coaching graduates, both professionally and legally, with the public, other sports practitioners and personnel in allied industries.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

To successfully pass this programme the student must complete two extended work based placements evidencing their theoretical understanding and practical application of core coaching skills as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach deployability. Placement work will see students demonstrating personal and professional skills across the full range of coaching practice and in a range of work contexts including educational institutions and community based initiatives.

These contexts will enable students to develop a personal coaching philosophy grounded in the programme's core concerns of reflection upon both practice and 'self', contextual sensitivity to the needs of distinct athlete populations, notably children and young people, and awareness of the scientific underpinning of sports performance.

### Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

**Learning Outcomes:**

	UISXM6-30-1 Coaching Placement 1	UISXKY-15-1 Academic Skills for Sport	IUISXLE-15-1 Introduction to Sport & Exercise Psychology	UISXMM5-15-1 Sport Development & Leadership	UISXL7-15-1 Introduction to Exercise Physiology	UISXMM4-15-1 Skills Acquisition	UISXL5-15-1 Comparative Sports Study	Coaching Placement 2	Coaching Pedagogy	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training & Testing	The Reflective Coach	Sport Psychology	Sports Leadership	Independent Report
<b>A) Knowledge and understanding of:</b>																	
1	Understanding of fundamental coaching styles and techniques, showing appreciation and application of these concepts in a variety of contexts		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	In addition to generic coaching skills, demonstrates knowledge of technical and tactical principles of a range of sports/game types		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Develop transferable knowledge and skills which reflect academic developments in the sports/coaching/teaching industries and current best practice including effective communication of information, arguments and analysis		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Understanding of moral, ethical and sociological issues within sports coaching		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Develop knowledge of contemporary issues within sports coaching, including sport policy and governance		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Knowledge of the role of the coach within sports organisations from elite sports clubs, national governing bodies and local authorities, constructing sports partnerships and managing/deploying staff		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>(B) Intellectual Skills</b>																	
1	Appraisal and evaluation of key issues in sports development with core knowledge of the sports and teaching industries		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Synthesise areas of sports science such as performance (notational) analysis and sports psychology to inform coaching practice and develop underpinning knowledge		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Undertake critical reflection of own practice, forming coaching beliefs and values, whilst analysing and mentoring peers as part of a programme facing community of practice		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Applied understanding of athlete management with humanistic approach to forging, maintaining and rebuilding relationships with participants, colleagues, parents and other stakeholders		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>																	
1	Development of core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Learning Outcomes:</b>		<b>UISXM6-30-1 Coaching Placement 1</b>	<b>UISXKY-15-1 Academic Skills for Sport</b>	<b>UISXLE-15-1 Introduction to Sport &amp; Exercise Psychology</b>	<b>UISXM5-15-1 Sport Development &amp; Leadership</b>	<b>UISXL7-15-1 Introduction to Exercise Physiology</b>	<b>UISXM4-15-1 Skills Acquisition</b>	<b>UISXL5-15-1 Comparative Sports Study</b>	<b>Coaching Placement 2</b>	<b>Coaching Pedagogy</b>	<b>Coaching Children</b>	<b>Undergraduate Research Process</b>	<b>New Venture Creation</b>	<b>Fitness Training &amp; Testing</b>	<b>The Reflective Coach</b>	<b>Sport Psychology</b>	<b>Sports Leadership</b>	<b>Independent Report</b>
3	Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with strong awareness of contextual nature of teaching and learning concepts	✓		✓			✓		✓	✓					✓	✓		
4	Generate inventive pedagogical solutions to problem-based/work-based scenarios, communicating effectively with a range of ages and ability levels across groups and individual performers	✓	✓		✓				✓	✓	✓				✓			
5	Plan, organise and deliver coaching sessions for children, youth athletes and adults as well as peers	✓							✓	✓								
6	Manage, motivate and mentor near-peer student coaches in a range of contexts both on site and in the community	✓					✓		✓	✓								
<b>(D) Transferable skills and other attributes</b>																		
1	Development of undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Engagement in academic enquiry, research skills including qualitative and quantitative analyses and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Critically appraise current practice and literature, synthesising information from a range of sources; undertake research to underpin discipline specific best practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Professional and graduate skills enhanced through industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

#### Part 4: Student Learning and Student Support

##### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

At Hartpury there is an expectation that all undergraduate programmes will meet the minimum expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Staff understand that people learn through a variety of styles, therefore a range of methods are used including but not limited to lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and business proposals.

On the FdSc Sports Coaching programme teaching is a mix of scheduled, independent and placement learning.

***Scheduled learning***

Includes lectures, seminars, tutorials, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

***Independent learning***

Includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

***Placement learning***

Will include a placement to consist of a minimum of 220 hours/6 weeks. Each student will be allocated a placement tutor who will support them with day to day tasks and any issues that may arise during the placement. Students will also receive support from the placement coordinator, who will be liaising with providers in order to approve the placements.

***Virtual Learning Environment (VLE)***

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

***Careers***

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

**Description of any Distinctive Features**

The FdSc Sports Coaching programme offers specialised study into the practical, professional and theoretical elements of sports coaching. Teaching and learning is contextualised to the realities of coaching practice, meeting the needs of industry whilst emphasising academic and transferrable skills. The course has a strong focus on sports pedagogy, reflective practice and professional development, preparing students for employment and study at honours. The development of these skills and attributes is underpinned by 220 hours/6 weeks of vocationally relevant work experience and subsequent reflection. This will allow students to develop key skills within the Sports Coaching industry (e.g., dealing with unexpected 'real life' coaching situations), which are likely to influence their future career choices. Moreover, transferable skills such as written and verbal communication are likely to be developed as students will be expected to contact placement providers, which can include completing application forms, attending interviews as well as the day to day management of their placement experience.

It is of paramount importance that the UWE Hartpury student feels supported through their educational journey, which is assisted by the existence of a comprehensive framework of supporting documentation. Alongside the University of the West of England documentation that details University regulations and procedures, students receive a student planner from the Associate Faculty which introduces 'student life at Hartpury' and 'academic life at Hartpury' along with an academic year diary for the students' use. A programme handbook detailing the programme aims and an overview of the programme, programme teaching team biographies, guidelines for written work (faculty wide), guidelines on citations and referencing, guidelines on assessment offences and guidelines for study and examination preparation is also provided to all students. In support of this, students have access to a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor and the component B assessment brief.

Upon enrolment at year 2 students will undertake compulsory and core modules which are fundamental to the FdSc Sports Coaching degree with the opportunity to undertake optional credits. Embedded within these core modules is the required placement experience. The learning and teaching strategy of the Associate Faculty provides the opportunity for students to engage in a number of different learning environments. Students are supported, encouraged and equipped to progress onto year 3 of the BSc (Hons) Sports Coaching programme and successfully complete the Bachelors award.

The Associate Faculty ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with specific educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with specific educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. It is the responsibility of the student concerned to ensure that medical or other evidence is provided to establish the need for, and the nature of, any special arrangements which may be required.

The Associate Faculty uses a VLE which provides an electronic resource, accessible remotely and administered by the programme and module teams. This resource provides students with blended approach to learning with access to academic materials relevant to their modules and programme. Students can be kept up to date with information via the notice board areas on VLE, email, or via the SMS text service which the Associate Faculty has engaged with. Students engage in face to face tutorials with their allocated personal tutor which serves to support the student academically. Student advisors are also in place to provide support in other factors that might be involved in their academic journey.

The library service is very supportive of the academic disciplines within the Sports Coaching programmes and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to the discipline of study. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students' academic journey.

Two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory and the training facilities (power gym, cardiovascular gym, rubber crumb, squash court, tennis court and sports pitches) within the Hartpury Academy of Sport are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include performance and notational analysis software, rehabilitation suite and use of audio-visual equipment. Students engage in practical coaching sessions, lab sessions and work-related learning to encourage the contextualisation of learning to real-world coaching and teaching practice.

## Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application. Finally, students will be assessed within a variety of coaching practical domains (e.g. peer coaching and coaching children) to suit a range of industry requirements.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

## Assessment Map

The programme encompasses a range of **assessment methods** including; essays, practical coaching, written exams, coaching portfolio, oral presentation. These are detailed in the following assessment map:

### Assessment Map for FdSc Sports Coaching


		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level 1</b>	Coaching Placement 1				B (25)		A (75)				
	Academic Skills for Sport						A (25)	A (75)			
	Introduction to Sport & Exercise Psychology	A (50)						B (50)			
	Sport Development and Leadership						A (100)				
	Introduction to Exercise Physiology	A (50)						B (50)			
	Skill Acquisition								A (100)		
	Comparative Sports Study						A (25)		B (75)		
<b>Compulsory Modules Level 2</b>	Coaching Placement 2						A (25)			B (75)	
	Coaching Pedagogy					A (60)		B (40)			
<b>Optional Modules Level 2</b>	Coaching Children					A (100)					
	Undergraduate Research Process		A (40)					B (60)			
	New Venture Creation							B (60)		A (40)	
	Fitness Training & Testing	A (50)			B (50)						
	The Reflective Coach						A (25)	B (75)			
	Sport Psychology									A (100)	
	Sports Leadership									A (100)	
Independent Report		A (25)						B (75)			

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Coaching Placement 1 (UISXM6-30-1) Skill Acquisition (UISXM4-15-1) Sport Development and Leadership (UISXM5-15-1) Introduction to Exercise Physiology (UISXL7-15-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Sport and Exercise Psychology (UISXLE-15-1) Comparative Sports Study (UISXL5-15-1)		<u>CertHE Sport Coaching</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. Must include Coaching Placement 1.  <b>TARGET AWARD:</b> <u>FdSc Sport Coaching</u> Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above. Must include Coaching Placements 1 and 2.
	Year 2	Coaching Pedagogy (UISXS4-15-2) Coaching Placement 2 (UISXSF-30-2)	Students are normally required to select 75 credits from the optional modules listed below:  New Venture Creation (UISXTX-15-2) Undergraduate Research Process (UINXU5-15-2) Coaching Children (UISXRT-15-2) Independent Report (UINRX-15-2) The Reflective Coach (UISXRY-15-2) Sport Psychology (UISXRV-15-2) Sports Leadership (UISXRW-15-2) Fitness Training and Testing (UISXRU-15-2)	
<b>GRADUATION</b>				

### Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a map of a specific map will depend upon an individual student basis.

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

A-Levels to include Sport/Physical Education based subjects and/or a biological science, or equivalent. National Diploma MPP in Sport/Science based subject\*. One Level 3 qualification in science or equivalent (eg A2) (if an applicant does not have this, then the student must have a level 2 qualification in Science (eg GCSE at C or above). GCSE – five passes at A\*-C including English, Maths and Science, or equivalent (\*One Level 3 qualification in science or equivalent (eg A2) (if an applicant does not have this, then the student must have a level 2 qualification in Science (eg GCSE at C or above). Applicants will also be considered based on personal, professional and educational experience. The Associate Faculty welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course. Coaching experience and National Governing Body coaching awards are desirable.



We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### **QAA UK Quality Code for HE**

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### **Relevant subject benchmark statements (Hospitality, leisure, sport and tourism (2008))**

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

### **University Strategies and Policies: The Academic Regulations and Procedures 2012-13**

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

### **Staff research projects:**

The proposed modules for the FdSc Sports Coaching programme are based on well-established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

### **Employer interaction and staff/student feedback:**

Various Vocational Panel meetings have been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

- Mock Validation
- Field of Sports Coaching and Sports Science Vocational Panel
- Undergraduate Sports Staff Student Liaison Group Meetings
- Programme Development Team Meetings
- External and Internal Industry Professionals Consultations
- Market Impact Assessment
- Sport Coach UK Framework

### **PSRB requirements and occupational standards**

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Feedback from a variety of stakeholders was sought. These included professionals and employers within the industry, academic leaders, current and past staff and students. It was felt by all that the programme, its aims, the combination of modules, the different themes running through the levels of study and the assessment strategy were very relevant to the current needs of the industry and would provide the graduates with a realistic chance to gain employment.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).