CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Hartpury College
Delivery Location	Hartpury College
Faculty Responsible for Programme	Hartpury
Department Responsible for Programme	Sport
Modular Scheme Title	Sport
Professional Statutory or Regulatory Body Links	None
Highest Award Title	MSci Sports Coach Development
Default Award Title	None
Fall-back Award Title	None
Interim Award Titles	BSc (Hons) Sports Coaching BSc Sports Coaching Dip HE Sports Coaching Cert HE Sports Coaching Certificate Sports Studies
UWE Progression Route	None
Mode(s) of Delivery	Full-time, Part-time

Codes	UCAS: D620		JACS: C600	
	ISIS2: C62012		HESA:	
Relevant QAA Subject Benchmark Statements	Hospitality, Leisure, Sport and Tourism			
Initail CAP Approval Date	03 February 2015	Revised CAP Date		V1.1- 19 August 2015 V1.2- 07 July 2016
Valid From	01 September 2015	Change with effect from		01 September 2016
Valid Until	01 September 2021			
Version	1.2			

Part 2: Educational Aims of the Programme

The MSci Sports Coach Development programme is an innovative integrated undergraduate Master's degree whose practice oriented components have been designed in consultation with the UK's coach accreditation body in order to underpin an outstanding learning experience that leads to excellent employment outcomes for its graduates. The programme aims to provide students with a sound base of theoretical understanding by mirroring the BSc (Hons) Sports Coaching module map at levels 1 and 2 before allowing learners to develop contextualised intellectual and transferable skills via work-based projects within professional coach education environments. This carefully designed combination of personalised professional development and applied work at levels 3 and M will allow for a smooth transition to Master's level study whilst responding to UWE Bristol Strategy 2020 calls for 'ready and able' graduates able to maintain connections to, and have impact upon, strategic coach education networks and their associated research outputs.

As such an MSci Sports Coach Development student will be encouraged to adopt a critical approach and challenge orthodox thinking about current coach education pathways, practices and personal development initiatives by exploring new relationships between skills and concepts applied in a number of professional domains and coaching contexts. A key programme concern here will be a learner experience that develops both self-confidence and a reflective attitude of mind best evidenced by the ability to communicate to a variety of practitioner audiences via a range of media, not least in a practical coaching and / or voluntary sport development environment where time and resources may be constrained.

The MSci Sports Coach Development programme will specifically aim to develop:

1   Creative and contextualised application of theoretical understandings to the analysis, design and dissemination of contemporary best practice for sports coaching via formal and informal initiatives focused upon personal development and transferable skills.

2   A critical understanding of governmental, non-governmental, national governing body and localised coach education initiatives in order to anticipate, respond to and prompt changes in the learning needs of coaching practitioners and so contribute to the professionalisation of the coaching industry.

3   A critical awareness of the inter-relationship of coaching science disciplines and the understanding of rigour in research literature and processes required to develop, critique and conceptualise evidence-based practice.

4   Reflective, analytical and self-aware approaches to developing transferable workplace skills that underpin ethical, professional and effectively contextualised relationships in a range of domains pertinent to coaching practice, education and accreditation.

5   A wide range of sports-based practical and technical skills to allow for contextualised delivery of both coaching practice and the assessment, mentoring and accreditation processes relating to formal coach education programmes.

6   A stimulating, supportive and comprehensive framework of learning experiences that allows students to prepare for and access authentic professional placement experiences in order to develop skills that see them 'immediately effective' in a range of employment domains upon graduation.

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

MSci Sports Coach Development graduates will have applied core theoretical ideas to their assessed sports coaching practice associated with industry standards and completed a comprehensive programme of professional development focusing on core transferable skills. Graduates will have completed an industry based research project designed in collaboration with national governing body coach education practitioners in order to develop a 'real world' output; within this they would have completed a self-learning needs analysis. Graduates will have compiled an innovative personalised portfolio incorporating a self-designed coach observation screen assessed at Masters level.

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:

#	Learning Outcome	Coaching Practice Portfolio – Coaching Theory	Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	Coaching Practice Portfolio – Coaching Pedagogy	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training and Testing	Sport Psychology	Sports Leadership	Independent Report	The Reflective Coach	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Professional Development in Sport	Coaching Practice Portfolio – Reflective Coaching	Project Management in Action	Professional Development Project	Coaching Work-Based Learning Portfolio 1	The Legacy and Impacts of Sport Events	Sport Science for Coaches	Contemporary Issues in Sports Education	Pedagogy in Practice	Professional Development Portfolio	Coaching Craft	Reflective Practice	Coaching Work-Based Learning Project	High Performing Environments	Coaching Work-Based Learning Portfolio 2	Postgraduate Independent Study	Coach Education in Context
A.	**Knowledge and understanding of:**																																					
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	✓			✓				✓	✓	✓			✓					✓	✓	✓		✓					✓	✓		✓	✓	✓					

#	Learning Outcome	Coaching Practice Portfolio – Coaching Theory	Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	Coaching Practice Portfolio – Coaching Pedagogy	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training and Testing	Sport Psychology	Sports Leadership	Independent Report	The Reflective Coach	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Professional Development in Sport	Coaching Practice Portfolio – Reflective Coaching	Project Management in Action	Professional Development Project	Coaching Work-Based Learning Portfolio 1	The Legacy and Impacts of Sport Events	Sport Science for Coaches	Contemporary Issues in Sports Education	Pedagogy in Practice	Professional Development Portfolio	Coaching Craft	Reflective Practice	Coaching Work-Based Learning Project	High Performing Environments	Coaching Work-Based Learning Portfolio 2	Postgraduate Independent Study	Coach Education in Context
5	The coaching industry framed by pedagogical perspectives, coach-athlete interaction and through tutor-coach /peer-peer interaction within a coach education and / or professional development context								✓	✓					✓							✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓		✓
6	Develop knowledge of contemporary issues within sports coaching, including sport policy, governance and commercial aspects of the coaching industry	✓		✓				✓	✓								✓			✓	✓	✓			✓	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓
7	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	✓		✓						✓					✓					✓	✓	✓						✓	✓			✓		✓	✓	✓		✓
8	Identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.											✓										✓		✓	✓				✓		✓			✓		✓	✓	
9	Understand the work-based project's cycle of phases, processes, tools and techniques to allow for effective change and risk management.											✓										✓		✓										✓		✓		

B. Intellectual Skills

#	Learning Outcome	Coaching Practice Portfolio – Coaching Theory	Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	Coaching Practice Portfolio – Coaching Pedagogy	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training and Testing	Sport Psychology	Sports Leadership	Independent Report	The Reflective Coach	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Professional Development in Sport	Coaching Practice Portfolio – Reflective Coaching	Project Management in Action	Professional Development Project	Coaching Work-Based Learning Portfolio 1	The Legacy and Impacts of Sport Events	Sport Science for Coaches	Contemporary Issues in Sports Education	Pedagogy in Practice	Professional Development Portfolio	Coaching Craft	Reflective Practice	Coaching Work-Based Learning Project	High Performing Environments	Coaching Work-Based Learning Portfolio 2	Postgraduate Independent Study	Coach Education in Context
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	✓							✓	✓							✓	✓	✓	✓		✓						✓	✓			✓						

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5 Demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of critical thinking, creative synthesis and analysis of assumptions to detect false logic, implicit values and identify best practice for practice.																									✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Critically evaluate current research and advanced scholarship in the domains related to coaching science, practice, personal development and accreditation.																					✓		✓	✓			✓	✓	✓		✓		✓	✓	✓	✓	✓
7 Design, conduct, draw conclusions from and undertake a systematic critical reflection on a programme of original research in order to formulate best practice resources and recommendations for coach education.											✓										✓		✓	✓	✓								✓		✓	✓	✓
C. Subject/Professional/Practical Skills																																					
1 Development of core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations	✓					✓		✓	✓								✓	✓	✓	✓		✓					✓	✓			✓		✓		✓		✓

Learning Outcomes:		Coaching Practice Portfolio – Coaching Theory	Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	Coaching Practice Portfolio – Coaching Pedagogy	Coaching Children	Undergraduate Research Process	New Venture Creation	Fitness Training and Testing	Sport Psychology	Sports Leadership	Independent Report	The Reflective Coach	Study Trip	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Professional Development in Sport	Coaching Practice Portfolio – Reflective Coaching	Project Management in Action	Professional Development Project	Coaching Work-Based Learning Portfolio 1	The Legacy and Impacts of Sport Events	Sport Science for Coaches	Contemporary Issues in Sports Education	Pedagogy in Practice	Professional Development Portfolio	Coaching Craft	Reflective Practice	Coaching Work-Based Learning Project	High Performing Environments	Coaching Work-Based Learning Portfolio 2	Postgraduate Independent Study	Coach Education in Context
2	Teach movement patterns and technical skills, applying the principles of skill acquisition and motor learning	✓		✓		✓	✓		✓	✓			✓	✓									✓			✓				✓		✓		✓		✓		✓
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	✓						✓	✓	✓		✓										✓				✓					✓		✓					✓

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7 Apply sports coaching research protocols to industry-based problems in order to effect empirical research and produce applicable outputs to frame best practice.											✓										✓		✓		✓								✓		✓	✓	✓
8 Utilise appropriate sport science and pedagogical principles to inform sports coaching practice, resourcing and accreditation processes.								✓													✓		✓				✓	✓			✓		✓		✓	✓	✓
9 Implement effective reflection upon personal learning and professional development and that of co-workers, near peers and coaching practitioners.											✓					✓					✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
D. Transferable skill and other attributes																																					
1 Development of under- and post-graduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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2 Engagement in academic enquiry, advanced 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 systematic rigorous research to underpin discipline specific best practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Professional and graduate skills enhanced through entrepreneurship and 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 UWE Bristol 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.

On the MSci Sports Coaching programme teaching is a mix of scheduled and independent learning.

Scheduled Learning
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 and seminar/discussion sessions centred around current published literature. Work-based learning via project tasks embedded within 'live' coach education industry initiatives will further provide opportunities for learning outcomes to be achieved and demonstrated. 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 designed via collaborative work with industry professionals in a range of contexts for practice. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning
May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Virtual Learning Environment (VLE)
This programme 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.

International Academic Study
Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

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 programme and module learning outcomes are mapped directly to deployment and employability standards described by National Occupational Standards for Sports Coaching. Furthermore, the design of

the programme has been matched to current professional Governing Bodies and the Sport Coach UK (SCUK) Framework. For example, in line with the UK Coaching Framework the assessment demands of each practical module and the reflective portfolios that surround them will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

The MSci Sport Coach Development programme directly addresses employer and industry needs with modules facing deployability standards (for example practical work and health and safety) as well as key theoretical material (not least a focus on pedagogy and the distinct learning needs of children in a practical environment). With these important underpinnings in place level 3 and M study sees the student working within and alongside the coach education profession via industry-based project work that focusses upon 'real world' issues and which develops resources and recommendations for best practice which meet the accepted standards for professional outputs and advanced scholarship.

Staff contributing to the programme have significant experience in professional activity closely related to coach education in a variety of contexts. Several modules relate directly to staff research agendas and this will provide for current content and informed delivery across the full range of topic areas. The programme invests heavily in providing significant practical experience in a range of authentic coaching environments. This real world experience, the practitioner skills and awareness it develops will be attractive to potential employers. Similarly the balance of theory and applied work across the programme provides a course experience directed to appreciating core transferable work place skills 'in' sports coaching practice and 'for' the development of contextualised schemes of learning for practitioners. At all stages of their personal development and accreditation pathway study will be applied. The blending of modules directed to personal learning needs analysis and project management provide important and novel additions to the programme and will differentiate it and its graduates.

The introduction and continuing process of portfolio based work is in line with future directions of coach education practice across the industry. The amount of practical coaching demanded by the programme aligns with current industry thinking, demands from employers and coach education as a whole. As such the course focuses on student self-improvement through better supported networks that enable them to deal with diverse coaching cultures; this inevitably will contribute towards a more appropriately qualified coach. The staff's commitment to finding added value for the students in terms of coaching awards, collaborations with practising coaches and off-site visits is an important part of the provision and enhancement of the individual's coach education.

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.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Sports Coaching.

Progression:
Years 1 and 2 of the MSci Sports Coach Development are run in parallel with years 1 and 2 of the BSc (Hons) Sports Coaching. Successful continuation and progression on to year 3 of the MSci will normally require students to complete year 2 with 240 credits contributing to the award and a minimum overall average grade of 60% at level 2. Students achieving less will normally be transferred to year 3 of the BSc (Hons) Sports Coaching programme and could then apply for future postgraduate study provided they meet the entry requirements.

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 student's academic knowledge, whilst giving them 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. Students will be assessed within a variety of coaching practical domains e.g. peer coaching and coaching children to suit industry requirements.

A key feature of the MSci Sports Coach Development are the assessed Portfolios, compiled within each year of study. Portfolios offer the opportunity for students to align under- and post- graduate study to existing sport national governing body professional work programmes, maximising the authenticity of their independent learning and providing a specific industry-facing focus for reflection upon personal learning needs.

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, dissertation. These are detailed in the following assessment map:

Assessment Map for MSci Sports Coach Development

		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
Compulsory Modules Level 1	Coaching Practice Portfolio – Coaching Theory				A (50)		B (50)				A (P/F)
	Academic Skills for Sport						A (100)				
	Introduction to Sport and Exercise Psychology	A (50)					B (50)				
	Sport Development and Leadership						A (100)				
	Introduction to Exercise Physiology	A (100)									
	Skill Acquisition		A (100)								
	Comparative Sports Study						A (25)	B (75)			

		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
Compulsory Modules Level 2	**Coaching Practice Portfolio – Coaching Pedagogy**				A (40)						B (60)
	Coaching Children					A (100)					
	Undergraduate Research Process								A (100)		
Optional Modules Level 2	New Venture Creation						A (100) G				
	Fitness Training and Testing	A (50)			B (50)						
	Sport Psychology										A (100)
	Sports Leadership										A (100)
	Independent Report		A (25)						B (75)		
	The Reflective Coach						A (25)	B (75)			
	Study Trip						A (100) G				
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
	International Academic Study Extended Project						A (25)				B (75)
Year 3 Compulsory Modules Level 3	Professional Development in Sport										A (100)
	Coaching Practice Portfolio – Reflective Coaching						A(50)				B(50)

		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
	Project Management in Action						A (100)				
	Professional Development Project				A (100)						
Year 3 Optional Modules Level 3	Contemporary Issues in Sports Education						A(50)		B(50)		
	The Legacy and Impact of Sports Events						A (80)		B (20)		
	Sport Science for Coaches		A (100)								
Year 3 Optional Modules Level M	Coaching Work-Based Learning Portfolio 1										A (100)
	Pedagogy in Practice					A (25)			B (75)		
Year 4 Compulsory Modules Level M	Professional Development Portfolio										A (100)
	Coaching Craft						A (25)	B (75)			
	Reflective Practice						A (25)	B (75)			
	Coaching Work-Based Learning Project								A (100)		
Year 4 Optional Modules Level M	High Performing Environments						A (50)		B (50)		
	Coaching Work-Based Learning Portfolio 2										A (100)
	Postgraduate Independent Study							A (100)			
	Coach Education in Context						A (50)	B (50)			

*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 Practice Portfolio – Coaching Theory (UISXL4-30-1) Academic Skills for Sport (UISXKY-15-1) Introduction to Sport and Exercise Psychology (UISXLE-15-1) Sport Development and Leadership (UISXM5-15-1) Introduction to Exercise Physiology (UISXL7-15-1) Skill Acquisition (UISXM4-15-1) Comparative Sports Study (UISXL5-15-1)		Cert Sport Studies Credit requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. Cert HE Sport Coaching Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. Must include Coaching Practice Portfolio - Coaching Theory. DipHE Sport Coaching 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 Practice Portfolio (Coaching Theory) & Coaching Practice Portfolio (Coaching Pedagogy). BSc Sport Coaching Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above. Must include Coaching Practice Portfolio (Coaching Theory), Coaching Practice Portfolio (Coaching Pedagogy) & Coaching
Year 2	Coaching Practice Portfolio – Coaching Pedagogy (UISXRS-30-2) Coaching Children (UISXRT-15-2) Undergraduate Research Process (UINXU5-15-2)	Students are normally required to select 60 credits from the optional year 2 modules listed below: New Venture Creation (UISXTX-15-2) Fitness Training and Testing (UISXRU-15-2) Sport Psychology (UISXRV-15-2) Sports Leadership (UISXRW-15-2) Independent Report (UINXRX-15-2) The Reflective Coach (UISXRY-15-2) Study Trip (UISXS6-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	

Year 3	Professional Development in Sport (UISV46- 30 -3) Coaching Practice Portfolio – Reflective Coaching (UISV3U- 30- 3) Project Management in Action (UISV48- 15-3) Professional Development Project (UISV5C-15-3)	Students are normally required to select 15 credits from the optional level 3 modules listed below: Sport Science for Coaches (UISV4B-15- 3) Contemporary Issues in Sports Education (UISV3V- 15-3) The Legacy and Impact of Sports Events (UISV4E- 15- 3) Students are normally required to select 15 credits from the optional level M modules listed below: Coaching Work-Based Learning Portfolio 1 (UISVM5- 15-M) Pedagogy in Practice (UISXMY-15-M)	Practice Portfolio (Reflective Coaching). BSc (Hons) Sport Coaching Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. This must include all compulsory and core modules.	
Year 4	Professional Development Portfolio (UISXMV-15-M) Coaching Craft (UISVM3-30-M) Reflective Practice (UISXMX-15-M) Coaching Work-Based Learning Project (UISVM6-30-M)	Students are normally required to select 30 credits from the optional level M modules listed below: High Performing Environments (UISXN3-15-M) Coaching Work-Based Learning Portfolio 2 (UISVM8-15-M) Coach Education in Context (UISXMW-15-M) Postgraduate Independent Study (UINVL4-15-M)	TARGET AWARD: MSci Sports Coach Development Credit requirements: 480 credits at level 0 or above of which not less than 460 credits are at level 1 or above, not less than 320 credits are at level 2 or above and not less than 220 credits at level 3 or above of which not less than 120 are at level M.	

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 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, up to date requirements are available through the course database. Further progression of applicants for this programme will be subject to interview following submission and scrutiny of their official application.

Level 3 in PE/sports studies or a biological science, or equivalent. National Diploma DDM in Sport/Science based subject.

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 RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 or equivalent 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
Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the University's framework 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.

University of the West of England 2020 Strategy
Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Teaching, Learning and Scholarship Strategy
Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic

currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Staff research projects:
The proposed modules for the BSc (Hons) 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:
- Undergraduate Sports Staff Student Liaison Group Meetings
- Programme Development Team Meetings
- External and Internal Industry Professionals' Consultations
- Market Impact Assessment

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.

Sports Coach UK Framework
Developed in line with the Sports Coach UK Framework (embedding excellent coaching practice).

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 not least because of the points of distinction provided by the industry-based project experience and tutor supported transition from undergraduate to postgraduate study.

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.