

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	None		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Sports Coaching		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc Sport Coaching Dip HE Sports Coaching Cert HE Sports Coaching Certificate Sports Studies		
UWE Progression Route	MSc Coaching Science MSc IPD (Coaching Science)		
Mode(s) of Delivery	Full time, part time		
Codes	UCAS: C600	JACS: C600	
	ISIS2: C600	HESA:	
Relevant QAA Subject Benchmark Statements	Hospitality, Leisure, Sport and Tourism		
Initial CAP Approval Date	24 June 2013	Revised CAP Approval Date	V5.3- 12 January 2015 V5.4- 07 July 2016
Valid From	01 September 2013 (2015 entry)	Change with effect from	01 September 2016
Valid Until	01 September 2021		
Version	5.4		

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 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 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 planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in sport related occupations, through engagement within their coaching portfolios.
- 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 an individualised three year learning portfolio 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. Portfolio 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, sport development projects 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. Study in the latter years of the programme will ask students to take on 'work-like' responsibilities such as the mentoring of colleagues and liaison with external sport related agencies in order to design, execute and appraise coaching projects significant in their scope, resource needs and the associated demands placed upon coach awareness, initiative and team-working skills. These projects will be partnered with, and balanced by, an extended dissertation whose completion will allow the student to demonstrate key academic skills whilst investigating a self-chosen area of coaching practice research.

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:

	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	Undergraduate Dissertation	Coaching Practice Portfolio – Reflective Coaching	Sport Science for Coaches	Performance Analysis	Contemporary Issues in Sports Education	Sport Psychology in Action	Media, Technology and Communication in Sport

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	✓		✓				✓	✓	✓				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Develop knowledge of contemporary issues within sports coaching, including sport policy, governance and commercial aspects of the coaching industry	✓		✓		✓		✓						✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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) Intellectual Skills

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		✓		✓	✓		✓	✓			✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes:		Coaching Practice Portfolio – Coaching Theory							Coaching Practice Portfolio – Coaching Pedagogy							Coaching Practice Portfolio – Reflective Coaching											
		Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	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	Undergraduate Dissertation	Sport Science for Coaches	Performance Analysis	Contemporary Issues in Sports Education	Sport Psychology in Action	Media, Technology and Communication in Sport		
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	✓						✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
(C) Subject/Professional/Practical Skills																											
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	✓	✓		✓	✓		✓	✓		✓	✓									✓		✓				
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	✓				✓		✓	✓												✓			✓			
(D) Transferable skills and other attributes																											
1	Development of undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT programmes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes:		Coaching Practice Portfolio – Coaching Theory							Coaching Practice Portfolio – Coaching Pedagogy							Undergraduate Dissertation							Coaching Practice Portfolio – Reflective Coaching						
		Academic Skills for Sport	Introduction to Sport and Exercise Psychology	Sport Development and Leadership	Introduction to Exercise Physiology	Skill Acquisition	Comparative Sports Study	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	Sport Science for Coaches	Performance Analysis	Contemporary Issues in Sports Education	Sport Psychology in Action	Media, Technology and Communication in Sport					
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 BSc (Hons) Sports Coaching programme teaching is a mix of scheduled and independent 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, 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.

Scheduled Learning

May include, seminars, tutorials, project supervision, 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

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

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. 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 BSc (Hons) Sport Coaching 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).

All staff contributing to the programme has 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 no doubt 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 and this real world experience and the practitioner skills and awareness it develops will always interest potential employers. Similarly the balance of theory and applied work across the programme provide a course experience directed to appreciating work place 'skills in' coaching rather than only detached 'knowledge of' its theoretical base.

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 is completely in line with current industry thinking and 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. Which, although not perhaps part of the programme specifications themselves the department'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 individual 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.

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. 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 BSc (Hons) Sport Coaching is the assessed Portfolios, conducted at each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning.

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 BSc (Hons) 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
Compulsory Modules Level 1	Coaching Practice Portfolio – Coaching Theory				A (50)		B (50)				B (P/F)
Optional Modules Level 1	Academic Skills for Sport						A (25)		B (75)		
	Introduction to Sport and 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)		

		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)
Compulsory Modules Level 3	Undergraduate Dissertation									A(100)	
	Coaching Practice Portfolio – Reflective Coaching						A(50)				B(50)
Optional Modules Level 3	Sport Science for Coaches		A(100)								
	Performance Analysis						A(100)				
	Contemporary Issues in Sports Education						A(50)		B(50)		
	Sport Psychology in Action							A (100)			
	Media, Technology and Communications in Sport							B (50)	A (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)		<u>Cert Sport Studies</u> Credit requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. <u>Cert HE 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 Practice Portfolio - Coaching Theory. <u>Dip HE 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 Practice Portfolio (Coaching Theory) & Coaching Practice Portfolio (Coaching Pedagogy).
	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 (UISXTX15-2) Fitness Training and Testing (UISXRU-15-2) Sport Psychology (UISXRV-15-2) Sports Leadership (UISXRW-15-2) Independent Report (UINRX-15-2) The Reflective Coach (UISXRY-15-2) Study Trip (UISXS6-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UIN-XRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	<u>BSc Sport Coaching</u> 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 Practice Portfolio (Reflective Coaching).
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Coaching Practice Portfolio – Reflective Coaching (UISV3U-30-3)	Students are normally required to select 45 credits from the optional year 3 modules listed below: Sport Science for Coaches (UISV4B-15-3) Performance Analysis (UISV45-15-3) Contemporary Issues in Sports Education (UISV3V-15-3) Sport Psychology in Action (UISV4A-15-3) Media, Technology and Communication in Sport (UISV43-15-3)	TARGET AWARD: <u>BSc (Hons) Sport Coaching</u> 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.
GRADUATION				

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, which for the academic year 2013/14 was 320 tariff points.

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 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

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)

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 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.

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:

- 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.

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.

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](#).