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Programme Specification

2011 Intake

Section 1. Basic Data:

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury
Programme accredited by	
Highest award title	FdSc Sports Coaching
Default award title	
Interim award title	CertHE Sports Studies Certificate in Sports Studies
Modular Scheme title	Undergraduate Modular Scheme, Hartpury College
UCAS code	BUWE B80 C602A
Relevant QAA subject benchmarking group(s)	Hospitality, leisure, sport and tourism
On-going	
Valid from (insert date if appropriate)	March 2011

Authorised by: Rosie Scott   Date: March 2011

Version Code

3.0

Section 2. Educational aims of the programme:

- Knowledge and critical understanding of the well-established principles in the field of study and the way in which those principles have developed;

- The ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;

- Knowledge of the main methods of enquiry in the field of study and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study and apply these in a work context;

- An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in the field of study and in a work context;

- A range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the field of Sport Science;

- Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

- Appropriate vocational skills, knowledge and understanding which will enable the student to be competent to relevant industry standards and immediately effective in sport science related occupations;

- To emphasise the importance of the relationships between the Sports Science graduates, both professionally and legally, with the public, other sports practitioners and personnel in allied industries.

Section 3. Learning outcomes of the programme:

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

A. Knowledge and understanding of:	**Teaching/learning methods and strategies:**
1. The principles which relate theory to practice in sports studies; 2. The utilisation of information to prepare reasoned solutions to problems; 3. The purpose and relevance of IT applications to the modern manager; 4. Principles of current sport coaching and conditioning/ physical activity / sports therapy / performance analysis; 5. Ethical issues in management; 6. Coaching principles; 7. Current literature relating to coaching and conditioning/ physical activity / sports therapy / performance analysis; 8. Research, development and experimental design.	During the process of module design the programme teams have referred to the University Learning and Teaching Strategy (2001), the programme incorporates various teaching and learning methods and has attempted to match them to the aims and objectives of the programmes. Students will engage in *active learning:* • Lectures; • Field and laboratory based practicals; • Visits; • Demonstrations; • Tutorials; • Seminars; • Group work; • Role play; • Self evaluation; • Interactive learning through the world wide web. **Assessment** There is an element of formative assessment in each of the compulsory and optional modules. Testing of the knowledge base is through written examinations, assessed coursework, oral presentations, portfolio and through practical tasks undertaken under controlled conditions.

B. Intellectual Skills:	Teaching/learning methods and strategies:
By the end of level 1 students should be able to: 1. Seek, describe and interpret information; 2. Describe, interpret and organise data; 3. Identify key themes from written work and oral presentations; 4. Express key themes in written work; 5. Apply given tools/methods accurately and carefully to a well defined problem and draw appropriate conclusions; 6. Identify, describe and analyse problem situations; 7. Allocate priorities, identify suitable solutions and draw appropriate conclusions; 8. Understand and apply numerical conventions, interpreting trends and data. *By the end of level 2 students should be able to:* 1. Use statistics effectively in the presentation of an argument; 2. Reflect on actions and priorities; 3. Formulate effective strategies for achieving goals; 4. Debate issues in relation to more general ethical perspectives.	Intellectual skills are developed through teaching and learning on all of the modules in the programme, but they are emphasised particularly through the compulsory modules. The assessment strategy for intellectual skills is intended to: • Consolidate learning; • Ensure appropriate feedback; • Strengthen motivation; • Develop analytical skills. The programmes are monitored to ensure that assessment in modules: • Is in relation to outcomes made explicit to students; • Is based upon the range of strategies through which a student can demonstrate what he or she knows, understands or can do; • Is based on a range of evidence appropriate to the activity. **Assessment** Principles of assessment will be those as defined by the University through its Academic Procedures and the Modular Assessment Regulations and the University Assessment Strategy document (2001).

C. Subject/Professional/Practical Skills:	Teaching/learning methods and strategies:
1. Prepares students for employment in the sport industry; 2. Provides a balance between breadth and specialist training and includes a grounding in applied principles; 3. Develops vocational and practical skills, knowledge and understanding which enable students to be competent to relevant industry standards; 4. Assists students to be adaptable to the changing demands of business and society; 5. Allows students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study; 6. Students are able to acquire professional qualifications necessary for future employment.	• Skills are developed through formal teaching, seminars, workshops, and integrated practical sessions in both compulsory and optional modules; • Students are able to carry out self evaluation of both their theoretical learning and practical competency through the development of a student quality portfolio; • Through complementary studies students are able to acquire professional qualifications and accreditation in coaching, therapy and management. **Assessment** Due to the applied nature of the programme a significant proportion of the modules include practical assessments, however, at least 50% of assessment will be carried under controlled conditions

D. Transferable skills and other attributes:	Teaching/learning methods and strategies:
Key skills development and acquisition is mapped onto each module outline. Students are encouraged to develop transferable skills, including: • Taking responsibility for their own learning; • Teamwork and time management; • Analysis; • Problem solving; • Data collection; • Communication skills. Extra information technology training is available for all students throughout their study time at the College.	At level 1, tutorials and discussion groups are used to clarify, elaborate, and consolidate the ideas presented in lectures and also to develop the skills of thinking and arguing rationally. Written and oral presentations assist students in communicating articulately. Interactive skills are developed. Laboratory exercises and fieldwork provide training in practical skills and experiences in collecting and interpreting data. Students are able to communicate quantitative data effectively using appropriate formats. Students are able to apply methods and tools accurately and carefully. Students can use IT effectively. Students undertake a work placement and are asked to produce a portfolio to consolidate information and experience gained in the working environment. At level 2, word processing and the use of databases, spreadsheets, graphical and statistical analysis packages provide students with the opportunity to clarify their thinking, organise the material, and revise their drafts. Interactive skills become increasingly more important with role playing/simulation exercises used to develop team building. Students become more confident in handling statistical data. Visits to appropriate establishments and field sites support professional development.

Section 4. Programme structure				
ENTRY ↓		**Compulsory modules**	**Option modules**	**Interim awards**
	Level 1	UIN VGY-20-1: Employment Skills UIS VNA-20-1: Coaching Theory 8 week work placement	UIS XND-20-1: Sport and Physical Activity Development UIS VNC-20-1: Introduction to Exercise Physiology UIS XNE-20-1: Introduction to Sports Biomechanics UIS XNN-20-1: Introduction to Sport and Exercise Psychology	Certificate in Sports Studies Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above CertHE Sports Studies Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
	Level 2	UIN VLE-20-2: The World at Work UIS VPE-20-2: Coaching Children UIS XPF-20-2: Principles of Sports Coaching	UIS XPA-20-2: Principles of Strength and Conditioning UIS VPB-20-2: Principles of Sports Massage UIS XPC-20-2: Sports Nutrition & Drugs UIS XPD-20-2: Sports Psychology UIS VPL-20-2: Principles of Performance Analysis UIS XPG-20-2: Principles of Physical Activity UFM EFE-20-2: Statistics and Research Methods	**Target award** FdSc Sports 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

→ **GRADUATION**

Section 5. Entry requirements:

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 160 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2 in a biological science, PE or sports studies subject) or equivalent.

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.

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

Section 6. Assessment Regulations:

University Assessment Regulations

Section 7. Student learning: distinctive features and support:

The purpose of the programme contained in this submission for validation is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the sport industry.

The course embraces the governments manifesto commitment to the expansion of higher education, with the target that one in two under the age of 30 will have had a higher education experience by 2010. The flexibility of the Foundation degree allows people already in work to re-engage in higher education whilst making full use and awarding credit for prior experiential learning within the working environment.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the land based sector. There has been substantial employer input in the design of the Foundation degree in Sports Conditioning & Coaching through vocational panels representing employers from the local area, thus identifying employer's needs and current skills gaps in the sport industry.

In the foundation degree programme academic knowledge and understanding will reinforce and support the development of vocational skills to equip the student with the skills and knowledge relevant to their employment and to the needs of employers. The Foundation degree also provides a pathway for life long learning and the opportunity to progress to Honours degree programmes.

Students are professionally prepared to provide an effective service delivery of sports conditioning and coaching. The programme comprises strands of optional modules, namely; sports conditioning, sports therapy, sports coaching, performance analysis and physical activity. These modules provide students with the disciplinary base underpinning the acquisition of a range of vocational competencies including prevention of sports injuries, managing strength and conditioning programmes, providing rehabilitation and reconditioning support, demonstrating sports coaching and exercise promotion competencies, analysing sport performance, delivering immediate care to a range of common sports injuries, and providing effective support to health-care and sports medicine professionals. These competencies are contextualised within the sport industry business environment through a work placement module.

Approach to Work Based/Related Learning

The Associate Faculty has adopted the University Work Based Learning Policy (Draft 5, February 2003) which states that the faculties are required to:

- ensure that all work-based learning is assessed in accordance with the University's Regulations and Assessment Policy;
- monitor and review their policies and procedures for securing and allocating to students effective work-based learning opportunities as part of the process for Academic Review;
- meet the requirements and standards set out by professional bodies;
- provide clear information regarding the responsibilities of each party to the learning contract or other agreement;
- ensure students are adequately prepared for work based learning ;
- support, in the workplace, the development of the learners;
- ensure that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme;
- regularly assess/audit the contribution of partner organisations' ability to meet the needs of the student and programme;
- demonstrate that learning contracts or agreements are in place with their work- based partners;
- ensure that clear strategies are in place to support the identification and organisation of work based activities for students, commensurate with the significance of this learning to the programmes of which it forms a part;
- ensure that all arrangements for WBL take full account of the Special Educational Needs and Disabilities Act (SENDA) (2002) requirements.

Section 8. Reference points/benchmarks:

- Hospitality, Leisure, Sport and Tourism;

- The Framework for Higher Educational Qualifications in England, Wales and Northern Ireland (QAA 2001)

- University Teaching and Learning Policies**:** University of the West of England Learning and Teaching Strategy (2001);

- Employer interaction/feedback: Field of Sports Science Vocational Panel Meetings

- Staff research projects: Many of the proposed modules for the Sports Conditioning & Coaching programme are already well established within the Associate Faculty. These modules are taught by staff who are either research active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.