

## Programme Specification for BSc (Hons) Sports Coaching Science

<b>This document applies to Academic Year 2018/19 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BSc Hons
5.	<b>Programme title</b>	Sports Coaching Science
6.	<b>Pathways available</b>	Single, Major, Joint, Minor
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full Time / Part Time
9.	<b>UCAS Code</b>	C601
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<i>Events, Hospitality, Leisure, Sport and Tourism (2016)</i> <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	May 2017 / August 2017 – AQU amendments August 2018 – AQU amendments / Award map correction / January 2020 – change to IS title

### 12. Educational aims of the programme

The programme aims to equip students with the necessary and desirable skills with which to attain graduate employment in the field of sports coaching science or other associated fields. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. Distinctive features of the course include the inclusion of NGB awards within the course as well as a plethora of opportunities to gain additional awards that align with course content. Additionally, students have a degree of flexibility when it comes to their learning which allows them to shape their degree pathway and module selection based on their area of interests and career aspirations. The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

- A. Develop an appreciation of the multifaceted nature of sports coaching science;
- B. Apply appropriate sports coaching concepts, models, science and practices to a range of theoretical and practical situations;
- C. Recognise, develop and apply key skills including personal responsibility and decision making in complex situations;
- D. Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching;
- E. Develop autonomy, independent learning and transferable skills which can be used to inspire and lead change within all sectors engaged in sports coaching;

- F. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and identify possible future directions in sports coaching both in the UK and abroad;
- G. Develop employability skills and vocational competencies relevant to various sports coaching roles and related disciplines;
- H. Develop reflective skills that enable graduates to critically reflect on coaching practice, published coaching literature and their own professional development;
- I. Develop knowledge and understanding of international perspectives in sports coaching including knowledge of the government structures and policies that shape sport and sport coaching in the UK.

In addition to the educational aims, the programme has previously been redesigned to consider the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (now CIMPSA). Furthermore, the redesign has also considered the latest HEI endorsement criteria as suggested by Sportscoach UK. It should be noted that the programme content is also guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education: Sport Coaching Bachelor Degrees (2016).

The rationale for this is to ensure that the course is current and relevant both to the curriculum and requirements of Higher Education, but also to the employment sector in which students would be aiming to gain employment. The eight principles identified by the Active Endorsement Scheme are considered to include pertinent skills required of a graduate from a sports coaching science related degree and have helped informed the content of the mandatory modules for the sports coaching science pathway.

The principles are summarised as follows:

1. Pedagogy of coaching practice including types of coaching methods and strategies, their application to sports coaching, methods of planning, periodization and setting objectives when delivery coaching sessions, making use of evaluation, reflection and self-analysis techniques within sports coaching.
2. Professional practice related skills which includes the nature of the coach athlete relationship, ethical and moral considerations when working as a coach, inclusive coaching related issues, guidelines and responsibilities that require consideration when working with a range of populations including children and vulnerable adults;
3. Physiological aspects of sports performance including different energy systems, influence of diet and nutrition on performance, the impact of the environment on performance.
4. Social psychological aspects of sports coaching including the effects of stress, anxiety and arousal on performance, techniques to enhance performance and an appreciation of the various perspectives and theories that underpin psychological behaviour relevant to sports coaching;
5. Analysis of sports performance including the knowledge of systems that can be used to analyse technical, tactical and strategic perspectives, utilising different systems to draw accurate conclusions that are relevant to the coaching process and be able to individually profile athletes to assess their strengths and weaknesses;
6. Biomechanical and Movement Analysis including functional skeletal and muscular anatomy, theories and laws of physical force, motion and momentum,

- modelling techniques and how to apply biomechanical principles to sports coaching practice;
7. Management and Development of Coaching to include the sports industry in the UK and the position of the coach within this industry, key policy and strategic documents and the structure and the system of sports coaching from an International perspective;
  8. Research skills to include qualitative and quantitative methods of enquiry, ethics associated with research and methods and techniques that can be used to undertake a significant piece of independent research.

It should be noted that all of the aforementioned aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

### 13. Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements (see Section 6.18) and adapted according to the needs of this particular course.

Specifically for the purposes of this course:

#### Learning Outcomes

<b>Knowledge and Understanding</b>			
<b>No.</b>		<b>Module Code</b>	<b>Award</b> [non-Honours/ Honours]
1	On successful completion of an Honours/non-Honours degree, students will be able to:  Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching science.	SPRT3050 SPRT2049	H/NH
2	Demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to the study and practice of sports coaching	SPRT2049 SPRT3050	H/NH
3	Recognise and apply the key processes underpinning the concept of inclusive coaching.	SPR2034 SPRT2056	H/NH
4	Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.	SPRT2049 SPRT3050	H/NH
5	Demonstrate an understanding of sports coaching through both academic and professional reflective practice	SPRT2034	H/NH
<b>Cognitive and Intellectual skills</b>			
<b>No.</b>		<b>Module Code:</b>	<b>Award</b>

6	Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice.	SPRT2035	H/NH
7	Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3050 SPRT3010 SPRT3039	H/NH
8	Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context.	SPRT3002	H
9	Take responsibility for own learning and continuing professional development (CPD).	SPRT2056 SPRT3010 SPRT3039	H/NH
10	Demonstrate an ability and understanding to the requirements of coaching a diverse audience.	SPRT2034	H/NH
<b>Practical skills related to employment</b>			
<b>No.</b>	On successful completion of an Honours/non-Honours degree, students will be able to:	<b>Module Code:</b>	
11	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures.	SPRT2049 SPRT3002	H/NH
12	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a coaching related environment	SPRT3039 SPRT3010	H/NH
13	Demonstrate an understanding of the moral, ethical, safety and legal issues and the. related legislation to coaching practice	SPRT2034	H/NH
14	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT2034 SPRT3050	H/NH
15	Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.	SPRT3002	H
<b>Transferable/key skills</b>			
<b>No.</b>	On successful completion of an Honours/non-Honours degree, students will be able to:	<b>Module Code:</b>	<b>Award</b>
16	Develop the ability to plan, organise and manage academic and applied learning	SPRT3002	H
17	Develop the ability to self-appraise and reflect on practice.	SPRT3010 SPRT3039 SPRT2056	H/NH H/NH

18	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.	SPRT2049	H/NH
19	Communicate information effectively utilising oral, written and visual forms.	SPRT2049	H/NH
20	Develop numeracy, quantitative and ICT skills		

**Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**  
Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**  
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**  
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

**Learning, teaching and assessment**

Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group. These sessions will be undertaken in small groups and at times students will have been asked to complete a reading, practical or research task that will inform the forthcoming session. Students will develop their knowledge and understanding of the Sports Coaching Science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and coaching principles. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

A wide range of assessment is applied across the various modules including written and oral presentations, posters and reports as well as practical assessment in selected coaching modules. Students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks.

Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video tutor and peer feedback. Summative feedback may be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment.

UW learning technologies and support are available for all modules and courses including the Blackboard VLE site. Pebblepad is used on selected modules and serves as a good vehicle for learners to record and store a range of work in relation to their coach development and undergraduate learning.

#### 14. Assessment strategy

The assessment strategy is characterised by a heavy emphasis on formative assessment in the first year of study in order to provide students with the opportunity to use detailed feedback to inform subsequent work and develop competency in completing a range of different modes of summative assessment. The nature of the summative work also changes as students continue their studies. At Level 4 summative assessment will emphasise knowledge and understanding which is then applied to a range of sports coaching scenarios at Level 5 and 6 in order to develop a range of transferable employability related skills. Students will also be guided to develop their practical coaching skills in sport to enable them to experience coaching their peers at Level 4, through to small groups at Level 5 and then working with teams and other external participants from outside the University environment at Level 6.

#### 15. Programme structures and requirements

Level 4						
Module code	Module title	Credit value	Single Hons (SH)	Joint Hons (JH)	Pre-requisites	Co-requisites/exclusions
SPRT1024	Principles of Inclusive Sports Coaching	30	M	M		
SPRT1025	Fundamentals of Sport and Exercise	30	M	O*		Exclusion SPRT1031
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M	O		
SPRT1036	Sports Coaching: Intrapersonal skills	15	M	O		
SPRT1004	Introduction to Socio-Cultural Issues in Sport	15	O	O		
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	O		
SPRT1013	Physical Activity, Exercise and Health	15	O	O		
SPRT1017	Fundamentals of Athletics in Schools	15	O	O		

##### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT1024, SPRT1025, SPRT102 and SPRT1036.

##### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include the Mandatory modules SPRT1024.

\* If students are Joint with PE, they are required to select **either** SPRT1031 or SPRT1025.

If students are on any other Joint subject combination, they are required to select SPRT1025.

<b>Level 5</b>							
Module code	Module title	Credit value	SH	Maj	JH	Min	Pre-requisites
SPRT2034	Coaching Pedagogy and Practice	30	M	M	M	M	<b>SPRT1024 or SPRT1033</b>
SPRT2049	Scientific Analysis of Sports Coaching	30	M	M	O	O	
SPRT2035	The Research Process	15	M	M	O*	O	
SPRT2056	Sports Coaching: Interpersonal skills	15	M	O	O	O	SPRT 1036
SPRT2020	Motor Skill Progression	15	O	O	O	O	
SPRT2057	Contemporary Issues in Sports Coaching	15	O	O	O	O	SPRT1024
SPRT2058	Performance Analysis	15	O	O	O	O	
SPRT2033	Strength, Power and Speed	15	O	O	O	O	
SPRT2037	Sport and Disability	15	O	O	O	O	SPRT1027

### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT2034, SPRT2035, SPRT2049 and SPRT2056.

### **Joint, Major and Minor Honours Requirements at Level 5**

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

### **Major Pathway Requirements at Level 5**

Major Pathway students must take no more than 90 credits from the table above to include 4 Mandatory modules: SPRT2034, SPRT2035 and SPRT2049 and SPRT2056.

### **Joint Pathway Requirements at Level 5**

Joint Pathway students must take at least 45 credits and no more than 75 credits from the table above to include Mandatory module: SPRT2034.

If students are joint with PE and are considering applying for a PGCE course, they are strongly advised to select SPRT2011 School-Based Learning rather than SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development. For Joint students with other subject areas please note that students are required to take either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development.

\* If students intend on completing their Dissertation in a Sports Coaching field, then they must select SPRT2035 The Research Process.

### **Minor Pathway Requirements at Level 5**

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include: SPRT2034.

**NB FOR ALL STUDENTS – There are a number of modules at Level 5 that are considered pre-requisites for Level 6 so students should ensure that they make careful decisions on**

**Level 5 module selection based on what modules they might want to select next year at Level 6.**

Level 6							
Module code	Module title	Credit value	SH	Maj	JH	Min	Pre-requisites
SPRT3002	Dissertation	30	M	M	O*1	N/A	<b>SPRT2035</b>
SPRT3039*	Coaching Placement and Professional Development	30	O	O	O*2	N/A	<b>SPRT2034</b>
SPRT3010*	Work-Based Learning (Coaching Placement)	15	O	O	O*2	N/A	<b>SPRT2034</b>
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	M	M	O	<b>SPRT2034</b>
SPRT3006	The Sports Entrepreneur	15	O	O	O	O	
SPRT3009	Group Dynamics in Sport	15	O	O	O	O	
SPRT3011	Applied Performance Analysis	15	O	O	O	O	SPRT 2058
SPRT3021	Socio-cultural Critique of Global and Olympic Sports	15	O	O	O	O	SPRT2045 or SPRT1004
SPRT3026	The Developing Child in Sport	15	O	O	O	O	
SPRT3028	International Sport Development and Volunteering	15	O	O	O	O	
SPRT3041	Contemporary Issues in Disability Sports Coaching and PE	15	O	O	O	O	SPRT2037

\*All students must choose **one** from the following:  
 SPRT3010 Work-Based Learning (Coaching Placement)  
 SPRT3039 Coaching Placement and Professional Development

**Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include Mandatory modules: SPRT3002 Dissertation, SPRT3050 Advanced Coaching Pedagogy and Practice and either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development (please note if students are selecting this as a 15 credit module, this must be completed in Semester 1 only; if selected as a 30 credit option then the module will be completed over 2 semesters).

**Joint, Major and Minor Honours Requirements at Level 6**

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

**Major Pathway Requirements at Level 6**



Major Pathway students must take either 75 or 90 credits from the table above to include Mandatory modules: SPRT3002 Dissertation, SPRT3050 Advanced Coaching Pedagogy and Practice and either SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development.

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include SPRT3050 Advanced Coaching Pedagogy and Practice

\*1 Joint pathway students taking their Dissertation (equivalent) in this subject, including all students who are joint with Physical Education, must take SPRT3002 Dissertation.

\*2 Students may only take 1 work based placement module throughout their degree. Therefore if on a Joint award with PE, students will have already taken SPRT2011 (School-Based Learning) so may not choose SPRT3010 Work-Based Learning (Coaching Placement) or SPRT3039 Coaching Placement and Professional Development **unless**: a student no longer wants to pursue a career in teaching physical education and therefore needs to experience a work based coaching placement. Students wanting to do this must first speak to the Coaching Course Leader before making their module choices.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

### Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

## 16. QAA and professional academic standards and quality

This course makes reference to the QAA (2016) Events, Hospitality, Leisure, Sport and Tourism Network [subject benchmark statements](#).

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. Human responses and adaptations to sport and exercise
2. The performance of sport and exercise and its enhancement, monitoring and analysis.
3. Health-related and disease management aspects of exercise and physical activity
4. Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
5. Policy, planning, management and delivery of sporting opportunities.

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sports Coaching Science course the primary focus is given to the subject benchmark areas of 1, 2 and 5.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our degree.

This award is located at level 6 of the FHEQ.

## **17. Support for students**

### **Personal Academic Tutor System**

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through HE study
- Greater understanding of how study in the discipline area at the University can help the student towards their goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement in the development of subject, generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the students' HE experience to others including employers

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

### **Study Skills**

Effective study skills are a vital element in achieving academic success on the course. During the students' time at the University, they will be judged on their performance in coursework and exams, and will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.  
<http://www.worcester.ac.uk/studyskills/>

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

## 18. Admissions

### **Admissions Policy for the course**

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation and assisting students to achieve their potential*.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

An enhanced disclosure may be required for some aspects of the course.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS (C601)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader / Admissions Tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Course Management Committees will be held twice in each academic year and membership will be comprised of the course teaching team and two Course Representatives from each year of the course. These meetings represent an important opportunity for staff and students to discuss course and module level issues.

The team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Senior Management Team, and any subsequent amendments/major actions will be presented at the Institute Quality Committee. Additionally, a course level student experience survey is completed by Level 4 and 5 students each year, and the results are utilised in the formulation of course enhancement plans.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

## **20. Regulation of assessment**

### **The course operates under the University's Undergraduate Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

## Requirements for Progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- For students following the UWIC pathway see section 18 above.

Award	Requirement
Certificate of Higher Education Cert HE <i>Sports Coaching Science</i>	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE <i>Sports Coaching Science</i>	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) <i>Sports Coaching Science</i>	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation module) as specified on the award map.
Degree with honours <i>Sports Coaching Science</i>	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

## Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 60 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

## 21. Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction (2016). Coaching Science students achieve well, the number of students on coaching pathways achieving a good degree is

growing year on year. The Completion, Progression & Retention figures show that the high number of students recruited to the course remain on the programme, complete their studies and achieve their potential.

## **22. Graduate destinations, employability and links with employers**

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

*"A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy"*, (Yorke, 2006)

### **Graduate destinations**

At the University of Worcester (in 2015/16) Statistics show that 78.95% of students are employed, with 75% of these in professional or managerial employment. A further 10.53% are engaged in further study including our Masters course and other courses.

Sports Coaching graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; PE teaching; Armed forces & Police; Coaching business start-up; Graduate level employment in the Private, public and voluntary sectors.

### **Student employability**

The Institute has developed a good reputation with employers and has a number of initiatives in place in order to develop the employability of the ISES students:

1. Institute of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

## **2. National Governing Body Awards**

At Level 4 the students have the opportunity to complete the UKCC generic Level 2 Principles of Coaching Award within SPRT1024. They also have the opportunity to register for the UKCC Level 2 Multi-skills award.

The students also have the opportunity to register and engage with a range of NGB Level 2 sports specific awards.

We are pleased to note that many of our students are now in senior positions and employing our younger graduates across a range of jobs including "The Albion

Foundation” which employs a number of third years under graduates in an Earn As You Learn capacity within disability football coaching. Fifteen graduates are employed at West Bromwich Albion including one student who is the Academy full time goalkeeping coach. Another 13 students are employed in various positions including roles in coaching, rehabilitation and performance analysis. Other students have been offered positions such as the Boathouse Manager at Kings School, Worcester and also as PE teachers at various schools around the country, performance analysts for various teams including GB Blind and VI football teams. Others have recently gained a regional job with the FA after serving the Worcestershire FA admirably for the last 5 years and other work with Aston Villa under 10 Academy.

The work in coaching people with a disability is proving to provide employment opportunities with over 30 students now in post. These include positions with G.B. Boccia, Bromsgrove District Council and Dudley Borough Council in Inclusion officer roles.

3. *Recent sports coaching placements have included Worcester Wolves Basketball, Worcester Cricket club, Worcester County Sports Partnership, West Bromwich Football club, Wolverhampton Wanderers Football club.*

### **Links with employers**

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific ‘Sport Employers Advice panels’ that are held once a Semester. Here teaching staff meet with employers within the industry, and careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices.

**Please note:** 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.