

PROGRAMME SPECIFICATION – HND Sports Coaching

1	Awarding institution/body	University of Worcester
2	Teaching institution	Birmingham Metropolitan College/University of Worcester
3	Programme accredited by	N/A
4	Final award	HND/HNC
5	Programme title	HND Sports Coaching
6	Pathways available and Linked Honours Degree progression route/s	Pathways – N/A Linked Honours degree progression: Level 5: BSc.(Hons) Sports Coaching Science BSc (Hons) Sports Coaching Science and Disability Sport BSc (Hons) Physical Education and Sports Coaching BA(Hons) Sport Development and Coaching Level 6: BSc. (Hons) Sports Coaching Science BSc (Hons) Sports Coaching Science and Disability Sport
7	Mode and/or site of delivery	University of Worcester and Birmingham Metropolitan College
8	Mode of attendance	Full time
9	UCAS Code	26NC
10	Subject Benchmark statement and/or professional body statement	Hospitality, Leisure, Sport and Tourism 2008
11	Date of Programme Specification preparation/ revision	May 2014 August 2014 (regulations amended) July 2015 (PAT + Progression Criteria); March 2017 correction to regulations.

12 Educational aims of the programme

The subject is multidisciplinary in that it draws on several related disciplines and interdisciplinary in that these areas are integrated into the framework of practical and applied study in several areas. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course.

The programme aims to equip students with the necessary and desirable skills with which to attain employment in the field of sports coaching or progression onto appropriate degree related disciplines. The overarching aims of the HND Sports Coaching programme are to develop students who:

- A. Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise sports coaching.
- B. Utilise and apply sports coaching concepts, models and practices to a variety of practical and theoretical situations.
- C. Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching;

D. Widen autonomy and independence in learning to lead and inspire change in the sports coaching sector.

E. Engage effectively in analysis, reflection and evaluation of themselves and others.

It should also be noted that because these aims are the guiding statements structuring the course they can be both explicitly dealt with in modules, whilst in other instances they are more implicitly referred to.

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 statement (see section 16) and adapted according to the needs of this particular course.

The learning outcomes for the HND Sports Coaching programme are as follows:

Knowledge and understanding:

On successful completion of the course, students will be able to:

1. Use a coherent range of knowledge and skills required for future employment in their chosen industry and/or to facilitate progression onto degree programmes.
2. Apply a multi-disciplinary and interdisciplinary approach to the study of sports coaching
3. Explain how the understanding of professional practice is influenced by scientific approaches.
4. Reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities.
5. Analyse the impact of historical, social, political and cultural factors on regional, national and international sport and exercise.

Examples of learning, teaching and assessment methods used:

- Learning and teaching activities will include; lectures, seminars, case studies, peer group study, workshops and practical sessions to ensure students are stretched and challenged.
- Formative and summative assessment items are purposefully designed to match the content and structure of the course and aim to develop students' conceptual, theoretical, analytical and applied skill sets in relation to work based learning.
- Knowledge and understanding will be developed through teaching and learning activities appropriate to the concepts and content studied.
- The transfer of theoretical knowledge to coaching scenarios will be a key component of learning of students; this will be supplemented by directed study tasks.
- Student learning is supported by Blackboard (web-based virtual learning environment), reflective practice and study groups.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

6. Use theory to consider aspects of sports coaching
7. Identify and solve problems in sports coaching through the utilisation of a wide range of learning approaches.
8. Develop the ability to critically interpret data, analyse subject matter, scientific and pedagogical content, and curricula knowledge in Sports Coaching.

9. Acquire an independent approach to learning.
10. Interpret and apply through intervention the key concepts of the study of sports coaching in selected practical situations.

Examples of learning, teaching and assessment methods used:

- Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
 - Students will be expected to develop logical arguments and debate issues and ideas from their evolving knowledge base. Students will be expected to construct reasoned arguments in a written, oral or as an ICT or multimedia presentation.
 - Every module provides opportunities for students to develop their personal learning and thinking skills
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Practical skills relevant to employment:

On successful completion of the course, students will be able to;

11. Plan, organise and deliver sports coaching sessions using practical, technical and communication skills, together with personal and social qualities.
12. Apply laws, policies and principles of inclusive sports coaching and how these impact on special populations
13. Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport.
14. Demonstrate pedagogical content knowledge, safety and ethical awareness in the performance, coaching and planning of practical activities.

Examples of learning, teaching and assessment methods used:

- At both levels, students have opportunities to develop their coaching and scientific skills in practical settings, ranging from small group sessions, peer coaching and lab work to more intensive work placement modules.
 - Students will have the opportunity to achieve UK recognised coaching awards throughout the duration of the course.
 - In all practical modules, students are engaged in sports coaching tasks and where appropriate formative and summative assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities.
 - Project based group work will enable students to work together as a team and take on a variety of roles in order to show how they are able to apply their theoretical knowledge to professional practice.
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Transferable/key skills:

On successful completion of the course, students will be able to;

15. Gain the ability to plan and manage their learning and progression.
16. Acquire interactive, group and problem solving skills.
17. Engage effectively in team based problem solving activities and leadership activities and roles.
18. Communicate and present information effectively in a variety of forms.
19. Apply numerical and communication & IT skills
20. Develop the ability to self-appraise and reflect on practice.

Examples of learning, teaching and assessment methods used:

- The development of transferable/key skills will be encouraged through the use of a range of different formative and summative assessment opportunities.

- Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses from coaching practical by using tools such as video tutor and peer feedback. Summative feedback will be provided in written and/or tutorial feedback.
 - Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process.
 - Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with external partners.
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14 Assessment Strategy

The assessment strategy for the HND Sports Coaching includes summative and formative assessment for all modules. Formative assessment at modular level will help promote learning and enhance knowledge in preparation for summative assessment. Tutors will actively provide relevant formative assessment opportunities during the course of their module.

The summative assessment strategy for the HND in Sports Coaching is as follows: knowledge and skills are predominantly assessed through presentations, written work and practical assessments; cognitive and intellectual skills are assessed through written essays and presentations; practical skills relevant to employment are assessed through a mixture of placement learning, reflective writing and practical tasks, and transferable skills are assessed through group and individual presentations and essays.

The balance of summative assessments reflects the applied nature of the course, but the course uses a wide spread of assessment methods to ensure that all of the learning outcomes are appropriately assessed.

All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement across the HND in order to prepare students to 'top-up' or gain employment in their chosen pathway.

Assessment Methods Map: HND Sports Coaching

See course handbook.

Module Leaders review the pattern and range of assessment on an annual basis.

15 Programme structures and requirement

Award maps are designed to show which modules must be taken in order to gain the award. This HND is directly aligned to the BSc (Hons) Sports Coaching Science and BSc (Hons) Sports Coaching and Disability Sport for a natural progression into level 6. The mandatory modules at level 4 introduce students to a broad base of relevant, underpinning academic and vocational topics. Progression onto level 5 relies on the successful completion of all level 4 modules.

There are six key strands that are explicit within the programme these being pedagogy of coaching practice, physiological aspects of sports performance, social psychological aspects, movement analysis, the development and management of coaching and finally the analysis of sports performance. Embedded within these modules are professional practice related skills which includes the nature of the coach athlete relationship, ethical and moral considerations when working as a coach and guidelines and responsibilities that require consideration when working with a range of populations. The last aspect that is drawn upon to enhance the students skill set is research skills to examine 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.

Award Map

LEVEL 4				
Module Code	Module Title	Credits	Module Status	Prerequisites
HSCO1101	Physiological Foundations of Sports Coaching	15	Mandatory	None
HSCO1102	Sociological Issues in Sports Coaching	15	Mandatory	None
HSCO1103	Introduction to Research	15	Mandatory	None
HSCO1104	The Business of Sports Coaching	15	Mandatory	None
HSCO1105	Introduction to Skill Acquisition and Analysis	15	Mandatory	None
HSCO1106	The Principles of Sports Coaching	15	Mandatory	None
HSCO1107	Application of Sports Coaching	15	Mandatory	None
HSCO1108	Sports Event Promotion	15	Mandatory	None

Requirements at level 4

Students must take all modules listed above. Students must successfully complete 120 credits in total at level 4 and a minimum of 90 credits to progress into level 5.

LEVEL 5				
Module Code	Module Title	Credits	Module Status	Prerequisites
HSCO2101	The Physiology of Sport and Exercise	15	Mandatory	None
HSCO2102	The Psychology of Coaching	15	Mandatory	None
HSCO2103	Work Based Learning (Coaching Placement)	15	Mandatory	None
HSCO2104	The Research Process	15	Mandatory	None
HSCO2105	Performance Analysis	15	Mandatory	None
HSCO2106	Sports Development & Coaching	15	Mandatory	None
HSCO2107	The Effective Application of Coaching	15	Mandatory	None
HSCO2108	Disability & Sports Coaching	15	Mandatory	None

Requirements at level 5

Students must take all modules listed above. Students must successfully complete 120 credits in total at level 5.

16 QAA and Professional Academic Standards and Quality

Like all Higher education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2008), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the context that will be covered. Further details of quality and academic standards can be found here:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

The HND Sports Coaching course is located at level 5 of the FHEQ.

This course makes use as a reference point the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) [subject benchmark statement](#).

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. Performance of the performance of sport 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.

In the context of the HND Sports Coaching all the subject areas can be found in the course.

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 foundation degree.

Pearson/BTEC

As part of the University's approval process it has been confirmed that the core content for the BTEC HN Diploma in Sport (Coaching and Sports Development) relating to Sports Coaching is covered in the University's HND in Sports Coaching.

A reference mapping of core Learning Outcomes against module content can be found in Section 5 of the Course Handbook.

17 Support for students

A comprehensive induction programme initiates students to the University and BMet and aims to equip them with the necessary information to commence their studies. Course leaders and course teams are introduced and a variety of sessions/workshops support students as they locate services on both campuses such as library and study support. This induction continues throughout the year as students get immersed in modules, sporting and social clubs, course meetings, group and personal tutorials and develop their sense of belonging at BMet and the University. Regular meetings with personal academic tutors help students keep check on their progress and set personal development goals.

A specialist work placement mentor is available within the Institute of Sport and Exercise Science to facilitate and support students through mandatory work placement modules and gain valuable industry experience. The work-based learning module allows students to choose their own pathway of PE, coaching or science-based work to enable smooth transferral to either a career or top up degree.

The Earn as you Learn programme within ISES is advertised and students are encouraged and supported in gaining additional qualifications throughout the two year HND. By taking these opportunities to enhance their CV students will be more employable in the future. In addition, 'Linked in' is used at Level 5 in order to introduce students to professional networks. Students also have the opportunity to access BMet job skills centre <http://www.bmetc.ac.uk/about-us/campuses/job-skills-centre> and careers advisors at Stourbridge Campus, the college also work closely with Connexions to offer career advice.

Personal Academic Tutor System

Each student is allocated a personal academic tutor from within the Course Team; in the case of this programme it is the Course Leader. 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 study of the HND.
- 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.
- Support progression routes through to either employment or top-up degrees within UW and other institutions.

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 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/>

Feedback from academic tutors will be important in identifying specific needs and advice will be given as to the further support that is available from Academic Liaison Librarians, Writer-in-residence and workshops.

Student Services provides specialist support on a one to one basis

<http://www.worcester.ac.uk/student-services/index.htm> with advice and guidance for disability and dyslexia support <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

Students are also fully supported whilst on site at any BMet campus

<http://www.bmetc.ac.uk/college-life/student-support>

18 Admissions

Admissions Policy

The University's policy is to offer a place to any student deemed 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, equality, diversity, inclusion and to assisting students to achieve their potential.*

Entry requirements

The University's standard minimum entry requirements apply: 4 GCSEs (Grade C or above) plus 180 Tariff points from minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. See [UW Admissions Policy](#) for other acceptable qualifications.

The current UCAS Tariff requirements for entry to this course are published in the prospectus.

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).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (26NC)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. 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.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

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

Semester Course Management Committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The teaching team will seek feedback from students each time a module is run at the mid-point of the module and at the end. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the College and UW Institute of Sport & Exercise Science Principal Lecturer for Quality, Learning & Teaching and any subsequent amendments/major actions should be reported to IQC and included in the annual evaluation report.

The College and Institute at UW 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.

All grades will be processed through the institutes HND Board of Examiners. All active teaching staff will be required to attend, present grades and resubmission details. Each module is fully compliant with the UW Assessment Policy.

The Course leader will submit for agreement, to the UW Institute of Sport & Exercise Science Principal Lecturer (PL) for Quality, Learning & Teaching, the student handbook and an annual evaluation report, structured in accordance with the quality assurance hand book, to be considered by Head of Institute and IQC for onward transmission, in accordance with UW guidelines.

The Course Leader will submit for agreement, to the UW Institute of Sport & Exercise Science PL for Planning & Resources details of any staffing, physical resources and, timetabling requirements.

The team will seek feedback from employers on a regular basis and have a Sports Advisory Board which meets four times a year. This meeting is paramount to ensure that the programme is meeting and continues to meet industry requirements. Indicators of quality and standards

Final year students (HND Year 2) 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 (2012).

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in 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.
- Some modules have attendance requirements.
- 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, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
HNC	120 credits at Level 4 or higher as specified on the award map.
HND	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

21. Graduate destinations, employability and links with employers

Graduate destinations

The University of Worcester (in 2010/11) revealed the overall level of employment for graduates has increased from 67% to 72%. There are a number of employment opportunities available to graduates from sports coaching within local clubs to working in PE departments at secondary schools. Students that have completed the course have gained employment in performance analysis, sports coaching, the fitness industry working with specific populations and working abroad.

A variety of employment opportunities are available with 21% of graduates moving into employment and 76% of students moving forward to further their education within higher education or awaiting employment. 22% of students have ventured into employment following their programme of study which is an 8% increase to 2011/12. We have made considerable advancements in increasing progression from the HND to year 2 or 3 of a sports related degree programme at UW with 78% of the cohort progressing

Progression to Linked Honours Degree(s)/Top-Up Degree(s)

Transition criteria

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sports Coaching Science or the BSc (Hons) in Sports Coaching Science with Disability Sport. Progression will be conditional on achievement of:

5 merits or distinctions across the two years of the HND

Evidence of a strong commitment to academic study

A complete set of course work submitted over the two-year period

Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course Leader, Link Tutor or another tutor teaching on the Course, but please note, this cannot be the Collaborative Programmes Co-ordinator)

It may also be possible to progress onto level 5 (Year 2) of other undergraduate courses within the Institute of Sport and Exercise Science at the University of Worcester

All students will be required to attend an interview. This is in keeping with our commitment to interview all prospective students applying for a place on an undergraduate degree programme. The purpose of the interview is to ensure each student is applying for the right programme of study and is clear about the content and structure of the course as well as Institute expectations.

All offers of a place on an Honours degree programme are subject to satisfactory references from course tutors.

Student employability

The Institute has a number of initiatives in place in order to develop the employability of the ISES students, for example

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. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.
3. The way that the HND course is taught enables the students to embed skills such as working together, project work, problem-solving skills, presentation skills and written skills which are valued by employers.

Links with employers

The Centre of Sporting Excellence (CoSE) at Birmingham Metropolitan College has strong links and partnerships with a number of employers who are able to assist in both the provision of suitable work based learning opportunities and input into the teaching of relevant modules. BMet College have strong links with the Kidderminster Harriers Football Club, with whom we run the KHFC Football Academy. Other partners include KHFC Youth Development Centre, Football in the Community, Worcestershire FA, Aston Villa Football Club, Black Country Football Association and many other non-football partners such as the RFU, Warriors Rugby Club, Stourbridge Rugby Club, Old Hales, Dudley Kings RFC, Worcestershire CCC, Lions Boxing Club, Hagley Golf and Country Club, Ombersley Golf Club to name a few.

The CoSE also has an Advisory board which meets four times a year. Here careful consideration is given to how the CoSE can improve programmes in the future and better serve our sports 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.

Links with employers have been further developed and strengthened by ISES, in particular with the arrangement of discipline specific 'Sport Employers Advice panels' (2012) that are held once a Semester. Here 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 the module outlines and the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).