

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) in Sports Coaching
Teaching Institution	Bishop Auckland College
Awarding Institution	The Open University (OU)
Date of first OU validation	27.02.2020
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	360
UCAS Code	C610
Programme start date	September 2021
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism
Other external and internal reference points used to inform programme outcomes	ICCE (International Council for Coaching Excellence)
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full Time and Part Time
Duration of the programme for each mode of study	3 years and 6 years respectively
Dual accreditation (if applicable)	
Date of production/revision of this specification	12.05.2020 Reviewed 05/07/2021 (By Neil Salanki)

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational Aims and Objectives

The Sports Coaching Programme aims to;

- Produce knowledgeable and skilled graduates in the field of Sports Coaching.
- Provide students with the opportunity to apply their knowledge, understanding and practical expertise in a variety of contexts.
- Develop students' ability to collect primary and secondary data through a range of appropriate research methods.
- Develop the ability to evaluate and analyse new knowledge and experiences by drawing upon theories, principles and concepts to inform understanding and practice.
- Develop an independent approach to learning and professional development, self-appraisal and reflective practice, enabling students to become innovative, creative and adaptable graduates.
- Equip students with a multidisciplinary skills base that can be applied in an interdisciplinary context.
- Create a strong foundation for lifelong learning, continuing professional and personal development.

The development of knowledge, cognitive and practical skills that are transferable across a range of contexts and domains including employment and further study in accordance with QAA Benchmark statements for Hospitality, Leisure, Sport and Tourism.

2.2 to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N/A

2.4 List of all exit awards

Certificate of Higher Education in Sports Coaching
Diploma of Higher Education in Sports Coaching
BSc in Sports Coaching (Ordinary Award)*
BSc (Hons) in Sports Coaching

*a BSc degree without honours will be available to students who have achieved a minimum of 60 credits at level 6 excluding the research project

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction Coaching Theory	20	None		Yes	1
Introduction to Community Health and Social Issues	20			Yes	1
Academic and Professional Skills	30			No	1 and 2
Introduction to Coaching Practice	30			No	1 and 2
Introduction to Coaching Science	20			Yes	2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>A1 Identify, explain and evaluate the principles and theories that impact upon the sports coaching process and health issues.</p> <p>A2 Identify and explain a range of coaching behaviours evident in effective coaching practice.</p> <p>A3 Display and awareness of current government policy on disease prevention and the relevance of exercise</p> <p>A4 Identify and describe a range of physiological, biomechanical, psychological and nutritional concepts and principles</p>	<p>A range of lectures, workshops and seminars will allow data collection and analysis, in small groups and pairs. Principles and concepts of research, coaching, health and science will be delivered as part of scheduled sessions, with additional guided independent activities and assessment tutorials to provide support to learners.</p> <p>Assessment methods include;</p> <ul style="list-style-type: none"> • Basic data analysis • Vlogs and blogs • Written assignments • Presentations • Practical assessment • Paired coaching practice

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/assessment methods
B1 Demonstrate the ability to apply theories and principles to community coaching environments. B2 Reflect upon and assess personal, academic and professional competencies. B3 Evaluate the appropriateness of different approaches to solving problems in sport coaching contexts.	Learners will carry out guided independent research activities and develop skills of self-reflection through a personal SWOT analysis, self-assessment and action planning. Formative assessment is embedded during practical paired coaching delivery, seminars, tutorials and discussions. These intellectual skills will be assessed through coursework and reflective practices.

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/assessment methods
C1 Monitor and evaluate sports performance/lifestyle in a community and/or field-based settings. C2 Identify opportunities and priorities for professional development and explore reflective practices to aid self-development. C3 Plan and reflect upon delivery of community coaching and lifestyle interventions. C4 Design and reflect upon personal coaching behaviours observed within a community coaching environment.	Learners will be provided opportunities to develop practical skills through a variety of practical and workshop-based sessions. Skills practiced will enable students to rehearse the techniques that have been examined during theory sessions. At this level, an emphasis is placed upon developing practical delivery skills in a safe and supportive environment, which includes delivery coaching sessions in pairs and a range of formative assessment opportunities. Practical and professional skills are assessed through a range of practical peer and tutor observations and planning and reviewing a range of coaching sessions. Practical assessment of physiological testing is carried out in pairs, assessing key skills of data handling, following effective protocol and managing health and safety.

3D. Key/transferable skills

Learning outcomes:

- D1 Select and use appropriate digital technologies, VLE and library services.
- D2 Identify opportunities for professional development and explore reflective practices to aid self-development.
- D3 Deploy a range of transferrable and problem solving strategies in the context of sports coaching practice.

Learning and teaching strategy/assessment methods

Individual tutorials and support will provide learners with an opportunity to develop a range of transferable skills. Assessment methods throughout each module at level 4, provide opportunity for learners to develop and display all key and transferrable skills. Professional development and reflective practice are at the heart of the programme and is embedded throughout the coaching practice and coaching theory modules.

Certificate of Higher Education

Programme Structure - LEVEL 5							
Compulsory modules	Credit points	Is module compensatable?	Semester runs in	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Methods	30	No	1 and 2	Skill Acquisition	20	Yes	1
Community Coaching Practice	30	No	1 and 2	Community Interventions for Health and Social Issues	20	Yes	2
Coaching Science in Practice	20	Yes	2				
Contemporary Understanding of Sports Coaching	20	Yes	1				

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p>A1 Explain and evaluate principles and theories that impact upon the sports coaching process.</p> <p>A2 Examine the underpinning knowledge related to the validity and reliability of research within sports coaching</p> <p>A3 Evaluate a range of sports science assessment methods suitable for a selected sport/activity/athlete.</p>	<p>Lectures designed to develop knowledge and understanding of research methods and socio-pedagogical coaching theory. Lectures are then followed up by practical and small group teaching sessions to provide real world context of the topic material, supported by independent guided reading and study.</p> <p>Assessment methods include; the creation of coach e-learning modules, conducting a needs analysis on a selected sport and conducting physiological assessment, coaching observation of practice and a research proposal and project.</p>

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>B1 Evaluate concepts, principles and evidence from a range of sources within the context of sport coaching.</p> <p>B2 Effectively communicate information and arguments in a variety of forms based upon the critical evaluation of data.</p> <p>B3 Critically reflect on personal performance within teams and independently in sports coaching contexts.</p>	<p>More independence is provided to learners when collecting, collating and analysing data. Time will be allocated during lessons for exploring online discussions / media / forums with the aim of encouraging students to critique and discuss a wide range of journal articles.</p> <p>Students will be encouraged to explore research and conduct literature reviews as part of research methods and coaching science in practice and community coaching practice. Key papers will be made available on the VLE with independent reading and journal searches.</p> <p>Conducting a needs analysis and formulating rationale and reflective practices form the basis of the assessment methods.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>C1 Monitor and evaluate human function and performance in the community and/or field with due regard to safety and risk assessment.</p> <p>C2 Design, lead and reflect upon practical activities using appropriate techniques, models and behaviours.</p>	<p>An increased emphasis on independence by encouraging students to collect, analyse and present data through a variety of research methods. Data analysis are carried out on computers using a range of software applications that include Excel.</p> <p>Students are expected to carry out a minimum of 18 hours of coaching and will regularly reflect upon practice at planned milestones.</p> <p>Practical assessments including assessment and monitoring and practical delivery of coaching sessions in the community are central to the assessment at this level.</p>

3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>D1 Demonstrate data handling skills required to analyse and interpret data effectively.</p> <p>D2 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sports coaching.</p> <p>D3 Reflect on personal performance within teams and independently in order to develop problem solving strategies.</p>	<p>Assessment methods throughout each module at level 5, provide opportunity for students to develop and display all key and transferrable skills in an increasingly independent manner. Assessment methods include a use of digital means including the creation of online learning content on reflective practices.</p> <p>Learning and teaching approaches will be continually improved using feedback from mid and end of module evaluations, peer review and focus groups.</p>

Level 5 Diploma in Higher Education in Sports Coaching

Programme Structure - LEVEL 6

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	40	None		No	1 and 2
Performance Analysis	30			No	1
Contemporary Issues in Sports Coaching and Health	20			Yes	1
Advanced Coaching Practice	30			No	1 and 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>A1 Critically reflect upon approaches to the acquisition, interpretation and analysis of information in a variety of coaching contexts.</p>	<p>Workshop activities provide learners with the support to develop their independent research projects and the autonomy to explore the research process at this level. Supervisor sessions encourage increased understanding by application of knowledge and</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A2 Critically evaluate coaching philosophies, making links to current coaching performance.	discussion with peers and supervisors and provide opportunity for regular on-going feedback as the project progress.
A3 Translate core scientific principles and concepts of coaching and performance analysis into practice.	Independent reading and engagement with additional materials on the VLE will be available, to encourage autonomy and self-sufficient learning.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/assessment methods
B1 Plan, design and execute a sustained piece of independent research. B2 Analyse, synthesise and critically evaluate information, concepts and processes that underpin coaching behaviours. B3 Synthesise, interpret and present data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context. B4 Systematically apply knowledge to solve problems in sport coaching contexts.	Project supervision will provide individual support for learners completing their dissertation alongside lectures to embed core skills to carry out an independent research project. Independent presentations, research and written work will provide the majority of the assessment. A range of data collection and analysis lectures and workshops will be designed to encourage and facilitate learning. Students will have access to and opportunity to explore a range of electronic analysis tools designed to improve reflective practice in coaching. The coach analysis and intervention system will enable students to independently review community coaching practice as part of notational hours within practical modules.

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>C1 Creatively design, lead and reflect upon research and practical activities using appropriate techniques and procedures.</p> <p>C2 Recognise and respect the values of equality and diversity through effective independent and group based skills.</p> <p>C3 Effectively and accurately collate a range of data, through selected collection methods.</p> <p>C4 Demonstrate competence in practical, intellectual and interpersonal coaching skills, working effectively in sport coaching environments.</p>	<p>Independent collection of raw data and delivery of practical sessions will provide learners with the opportunity to individually develop key practical and professional skills. Assessment of practical data collection, data handling and analysis will form the majority of the assessment.</p>

3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>D1 Demonstrate skills of data analysis to effectively analyse and interpret data.</p> <p>D2 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport.</p> <p>D3 Critically reflect on personal performance within teams and independently in order to acquire autonomy and responsibility in the development of projects.</p>	<p>Learners will independently select and demonstrate relevant skills suitable for employment, including use of ICT, numeracy, analysis and communication.</p> <p>Learning and teaching approaches will be continually be develop and adapted in response to mid and end of module evaluations, peer review and focus groups.</p> <p>Module assessment strategy is designed to facilitate development of a range of transferable skills, targeting employment and overall aims and objectives of the programme.</p>

BSc in Sports Coaching* a BSc degree without honours will be available to students who have achieved a minimum of 60 credits at level 6 excluding the Research Project

BSc (Hons) in Sports Coaching

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- Where in the structure above a professional/placement year fits in and how it may affect progression
- Any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

Staff have excellent links within the industry including National Governing Bodies such as the FA and UK Coaching, as well as links with professional sports clubs, schools and other sports agencies/clubs, including a variety of community clubs, in range of sports. These links provide excellent opportunities to access a host of guest speakers from within the industry and work placement/professional development opportunities and opportunities to practice the range of theoretical and practical coaching skills developed within the programme. Coaching practice is a key feature of the programme, with students expected to engage with community clubs in order to add capacity and develop the learners personal coaching competencies. Key skills of design, delivery and reflection will be core to the coaching practice modules, across all three years of the programme, in order to provide as much practical experience to accompany the academic and professional skills developed through the other modules.

Opportunities will be provided to carry out additional qualifications around your studies, in order to develop additional employability skills and will enhance future employability prospects. Example qualifications include;

- Level 2 Award in Fitness Instructing
- Level 2 Certificate in Multi-skills development
- Level 2 Award in Circuit training
- Level 3 Award in Personal Training
- Kettlebells and Indoor cycling Instructor Qualifications

Students will be encouraged to explore NGB awards within their sport and the pathways available to them. A bursary award of £500 per year will provide support with additional qualification costs and any trips, visits and qualification costs.

5. Support for students and their learning

Students have access to wide range of support mechanisms relating to their studies. Initially and for each academic year, a strong emphasis is placed upon the induction process. Students will meet with their personal tutor from day one of the programme, allowing a relationship to begin at the earliest opportunity. A range of study support is available additionally to modules designed to embed specific academic and professional skills, employability and research-based skills.

Built into notional hours are a series of individual tutorials designed to support, challenge and extend individual students. This provides staff with an opportunity to provide feedback, offer academic/personal support, signpost to relevant support structures within the college and/or carry out formative assessment. During these tutorials, any other issues can also be discussed, things such as

personal and social problems which may impact learning. This has proved to be very popular with learners to discuss academic concerns and support needs with staff.

Formative assessment and in situ visits will be conducted around Coaching Practice Modules at level 4, 5 and 6 to facilitate an engaging and supportive learning environment.

Other examples include; ICT support, including a dedicated team of ICT support assistants who support learners with day to day queries. Library services, who provide academic support as well as support for resources and assignment submission. Careers advice and guidance provide individual support for learners on a one-to-one basis as well as supporting learners to create and update CV's to prepare them for employment. Progress mentors can offer personal, financial and welfare-based advice and signposting and a student counselling service is available to learners for personal mental health and wellbeing.

6. Criteria for admission

Admissions criteria:

We wish to attract individuals who:

- are highly self-motivated and committed;
 - can deal with the demands of a multidisciplinary course;
 - have effective oral and written communication skills;
 - will benefit from the course.
-
- 80 – 112 UCAS points at A Level;
 - or one of the following: a BTEC Extended Diploma: DDD, DDM, DMM, MMM profile
 - A BTEC Diploma: D*D*/D*D/DD/DM
 - Pass Access to HE with 80 - 112 Points
 - GCSE Maths and English at Level 4/Grade C or above*
 - Or you may be considered for the programme as a mature student with relevant work experience and a variety/element of the above.
 - A reference from a College/Sixth Form tutor or employer is also required.

Access to the Level 6 programme from September 2019 will require a Foundation Degree/Higher National Diploma in a similar field of study. A level of Recognised Prior learning (RPL) will be required, with the potential for additional modules at Level 5 being competed and assessed, prior to entry on to the Level 6.

*Where this is not the case, individual support and opportunity to map previously assessed learning outcomes to the ones assessed on this programme, will be provided.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Annual programme monitoring reports, completed by the programme leader in order to collate all feedback mechanisms and module evaluations across the academic year. This helps provide an action plan and targets for enhancement of programmes.
Internal teaching and learning observations including a peer observation model
Internal weekly CPD including action research, scholarly activity and reflections
HE Standards and working group
End of module report forms, completed by staff to assess the module content and delivery of intended learning outcomes from feedback gathered from learners and grades across the module.
End of module questionnaires, completed by learners to assess the module content, teaching, learning and assessment and resources.
Internal QDP surveys carried out following induction, mid-year and end of year, designed to assess a range of academic, support, ICT and progression information from learners.
Three yearly focus groups consisting of student reps discussing course content, structure and delivery with student president and governor.

10. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 3: Assessment Detail and Mappin

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

		Programme Outcomes															
Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4		
4	Introduction to Coaching Theory	✓	✓					✓		✓					✓		
	Introduction to Coaching Science	✓			✓			✓	✓			✓		✓			
	Introduction to Coaching Practice	✓						✓		✓	✓		✓				
	Introduction to Community Health and Social Issues	✓		✓		✓		✓			✓				✓		
	Academic and Professional Skills	✓	✓					✓	✓	✓	✓	✓		✓	✓		

		Programme Outcomes										
Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	D1	D2	D3
5	Research Methods	✓	✓		✓	✓		✓	✓	✓	✓	
	Contemporary Understanding's of Sports Coaching	✓	✓		✓		✓		✓	✓	✓	
	Community Coaching Practice	✓			✓				✓		✓	✓
	Coaching Science in Practice		✓	✓		✓		✓		✓	✓	
	Community Interventions for Health and Social Issues			✓			✓		✓		✓	
	Skill Acquisition	✓				✓	✓		✓	✓	✓	✓

Programme Outcomes															
Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3		
6	Research Project	✓			✓		✓	✓		✓	✓		✓		
	Advanced Coaching Practice	✓		✓		✓		✓			✓	✓			
	Performance Analysis	✓		✓		✓		✓		✓		✓			
	Contemporary Issues in Sports Coaching and Health		✓	✓			✓		✓		✓	✓			

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Annexe 3 – Assessment details, weightings and credits

Module Title	Assignment Number and Weighting	Written Report/Review/Rationale	Presentation	Patchwork	Observations/Practical	Reflective Journal/Recorded Interview	Annotated Bibliography	Digital Logs/Vlogs/Plans	Credit Value
Academic and Professional Skills	1. 40%		X						30
	2. 30%						X		
	3. 30%					X		X	
Introduction to Coaching Theory	1. 70%	X							20
	2. 30%		X						
Introduction to Coaching Practice	1. 50%					X			30
	2. 50%				X				
Introduction to Community Health and Social Issues	1. 70%		X						20
	2. 30%	X							
Introduction to Coaching Science	1. 100%			X					20

Level 4

Level 5

Level 6

Module Title	Assignment Number and Weighting	Written Report/Review/Session plan and summary	Presentation/Viva	Case Study	Project/Portfolio	Observations/Practical	Reflective Journal/Recorded Interview	Credit Value
Research Methods	1. 100%				X			30
Contemporary Understanding of Sports Coaching	1. 50%	X				X		20
	2. 50%		X					
Community Coaching Practice	1. 80%						X	30
	2. 20%	X						
Community Interventions for Health and Social Issues (optional)	1. 80%		X					20
	2. 20%						X	
Coaching Science in Practice	1. 70%		X					20
	2. 30%			X				
Skill Acquisition (optional)	1. 40%	X						20
	2. 30%					X		
	3. 30%		X					

Module Title	Assignment Number and Weighting	Written Report/Review/Essay	Presentation/Viva	Case Study	Research project	Reflective Journal/Recorded Interview	Critical Discussion	Digital Logs/Vlogs/Plans	Credit Value
Research Project	1. 70%				X				40
	2. 30%		X						
Advanced Coaching Practice	1. 30%		X						30
	2. 70%					X			
Contemporary Issues in Sports Coaching and Health	1. 60%						X		20
	2. 40%	X							
Performance Analysis	1. 100%							X	30

Added this section

List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Annexe 1	Based on the programme outcomes mapped in the module specs, I have amended the three tables that now correctly mirror what the module specs state.	05/07/2021