

(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 (Top Up)
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	09.02.2023
Next revalidation	February 2028
Credit points for the award	120 (360 taking into account Level 5 pre-requisite)
UCAS Code	C610
Programme start date	September 2023
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	1 year and 2 years respectively
Dual accreditation (if applicable)	-
Date of production/revision of this specification	12.05.2020 Reviewed 05/07/2021 (By Neil Salanki) Reviewed 26/10/2021 (By Neil Salanki) Reviewed 28/11/2022 (By Andrew Dixon)

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/they take 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

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 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	2
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>A2 Critically evaluate coaching philosophies, making links to current coaching performance.</p> <p>A3 Translate core scientific principles and concepts of coaching and performance analysis into practice.</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 discussion with peers and supervisors and provide opportunity for regular on-going feedback as the project progress.</p> <p>Independent reading and engagement with additional materials on the VLE will be available, to encourage autonomy and self-sufficient learning.</p>

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/assessment methods
<p>B1 Plan, design and execute a sustained piece of independent research.</p> <p>B2 Analyse, synthesise and critically evaluate information, concepts and processes that underpin coaching behaviours.</p> <p>B3 Synthesise, interpret and present data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context.</p>	<p>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.</p> <p>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.</p>

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>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>

3C. Practical and professional skills

C4 Demonstrate competence in practical, intellectual and interpersonal coaching skills, working effectively in sport coaching environments.

3D. Key/transferable skills

Learning outcomes:

D1 Demonstrate skills of data analysis to effectively analyse and interpret data.
D2 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport.
D3 Critically reflect on personal performance within teams and independently in order to acquire autonomy and responsibility in the development of projects.

Learning and teaching strategy/assessment methods

Learners will independently select and demonstrate relevant skills suitable for employment, including use of ICT, numeracy, analysis and communication.

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.

Module assessment strategy is designed to facilitate development of a range of transferable skills, targeting employment and overall aims and objectives of the programme.

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 the programme, in order to provide as much practical experience to accompany the academic and professional skills developed through the other modules.

Small class sizes allow students greater opportunity to seek 1:1 guidance from teaching and support staff and greater regularity of access to physical resources.

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 Certificate in Fitness Instructing
- Level 2 Certificate in Multi-skills Development
- Level 3 Diploma in Personal Training
- Level 2 Certificate in Circuits, Kettlebells and Indoor Studio 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 FT academic year (or pro-rata equivalent for PT students) which will provide support with additional qualification costs and any trips, visits and qualification costs. *(Please note this is addition to the £500 cashback per student provided after the first term of FT study – and pro-rata equivalent for PT students).*

5. Support for students and their learning

Students have access to wide range of support mechanisms relating to their studies. 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 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:

Direct entry point – Year 3 - BSc (Hons) Top up:

- Successful achievement of a Foundation Degree in Sports Coaching to at least a minimum exit grade of 50%*
- A Higher National Diploma in Sports Coaching or another relevant subject to at least merit level**
- L2 Functional Skills or GCSE Maths and English at Grade 4/Grade C or above (*1)

Applicants may be considered on an individual basis where a potential student has achieved some of the criteria above and has been out of study for an extended period of time, as they may have gained valuable skills through relevant work experience within the Sports and Exercise, or similar sector. (RPEL)

** Where applicants do not successfully achieve the minimum of 50% exit grade individual circumstances will be discussed*

*** Where applicants have previously achieved a HND in Sports Coaching or another relevant subject, they will need to complete a Record of Prior Learning (RPL) form to demonstrate achievement of required underpinning knowledge, complete additional modules and/or attend and successfully complete a recommended bridging programme prior to enrolment.*

**1 - we would consider applicants who are working towards these qualifications if they could prove their current competence at initial assessment during recruitment*

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.
<p>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.</p> <p>Internal teaching and learning observations including a peer observation model.</p> <p>Internal weekly CPD including action research, scholarly activity and reflections.</p> <p>HE Quality and Standards Committee</p> <p>HE Academic Board</p> <p>Various working groups</p> <p>End of module surveys have now been introduced, completed by students to assess the module content and delivery of intended learning outcomes, teaching, learning and assessment and resources.</p> <p>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.</p> <p>3 x yearly focus groups consisting of student reps discussing course content, structure and delivery with College Principal.</p>

10. Changes made to the programme since last (re)validation
<p><i>Split of the programme into a separate FD and BSc (Hons) L6 Top-Up programme; a change from one overall 3-year (6-year PT) BSc (Hons) programme.</i></p>

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	B1	B2	B3	C1	C2	C3	C4	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

Level 6

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