

# PROGRAMME SPECIFICATION

## Foundation Degree Arts in Disability Sport Coaching and Development

|                                                     |                                                                                                                                                         |
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| <b>Awarding institution</b>                         | Liverpool John Moores University                                                                                                                        |
| <b>Teaching institution</b>                         | Greenbank College                                                                                                                                       |
| <b>UCAS Code</b>                                    | CC61                                                                                                                                                    |
| <b>JACS Code</b>                                    | C610                                                                                                                                                    |
| <b>Programme Duration</b>                           | Full-Time: 2 Years, Part-Time: 3 Years                                                                                                                  |
| <b>Language of Programme</b>                        | All LJMU programmes are delivered and assessed in English                                                                                               |
| <b>Subject benchmark statement</b>                  | The FDA Disability Sport Coaching and Development is underpinned by The Hospitality Leisure Sport and Tourism benchmark statements (2008)               |
| <b>Programme accredited by</b>                      |                                                                                                                                                         |
| <b>Description of accreditation</b>                 |                                                                                                                                                         |
| <b>Validated target and alternative exit awards</b> | Foundation Degree Arts in Disability Sport Coaching and Development<br><br>Certificate of Higher Education in Disability Sport Coaching and Development |
| <b>Link Tutor</b>                                   | Cath Walker                                                                                                                                             |

## Educational aims of the programme

The programme aims to develop individuals with a critical understanding of Sport Coaching through theoretical, practical and work based learning experiences and will;

Prepare students to work effectively as professional development officers, managers or coaches within the Sport and leisure industry drawing on and integrating both academic knowledge and practical skills.

Facilitate student excellence in the process of becoming active, reflective and independent learners through providing, within a supportive learning environment, student-centred teaching and learning methods.

Provide students with an understanding of and the ability to apply, fundamental theories and concepts of Sport Coaching Inclusion, Physical Education and Leisure.

Develop supervisors, coaches, leaders and managers that are reflective, ethical professional practitioners working within the legal framework of the Sports Industry.

Provide ladders of opportunity to further training and education so disabled students can achieve their potential at amateur or professional levels; nurture talent; retain learners and graduates and open access to employment for all.

Develop the skills, knowledge and understanding of students to pursue academic study in the industrial environment.

Encourage students to be motivated, professional members of the sports industry, committed to developing a career in the industry and to life-long learning.

Provide students with the skills and ability to pursue Honours degree level study on completion of this programme.

Encourage students to fully engage with employability skills and, as a first step towards this, to complete a Self Awareness Statement.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education**

*A student who is eligible for this award will be able to:*

describe the basic essential elements of Sport Coaching

demonstrate knowledge and understanding in practical and theoretical aspects of Sport Coaching

identify the importance of partnerships and networking in sport Coaching

describe and discuss the relationship between Sport Coaching, and other related disciplines

demonstrate personal performance in relevant academic and graduate skills and the organisation and delivery of

practical activities

demonstrate competence in Information, Communication Technology skills and be able to use this within Sport Coaching

recognise how they develop as individuals through personal development planning and tutorial guidance and support

## Target award Learning Outcomes - Foundation Degree Arts

*A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.*

### Knowledge and understanding

*A student who is eligible for this award will be able to:*

A1. Describe and evaluate key essential elements of Sport Coaching.

A2. Through WBL, demonstrate knowledge and understanding in practical and theoretical aspects of Disability Sport Coaching and Development

A3. Describe and discuss the relationship between Sport Coaching and other related disciplines (i.e. management, leisure and sport development).

A4. Identify and analyse the role of inclusive sport and its contribution to Sport (benchmark para 6.4).

A5. Analyse the role that management processes play in the development of sport coaching .

A6. Demonstrate an understanding of the methods, theories and concepts that can be used to analyse the cultural significance of sport in a modern society (benchmark para 6.4).

A7. Encourage objective analysis of local, regional and national policy relating to sport coaching (benchmark para 6.4).

A8. Maintain the currency and practical application of the learning experience.

A9. Identify and critically evaluate appropriate management strategies used in sport coaching (benchmark 6.4).

#### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Acquisition of A1-A9 is gained through a range of teaching and learning approaches that will be used depending on the nature of the subject matter, the student learning experience and the level of study. Students will be taught in small groups depending upon the nature of the activity. Sport practicals will cover a range of subjects and will support the students in developing their own skills, competencies and abilities within each practical activity and coaching experience. This knowledge will be supplemented by more theoretically focused learning to ensure a rounded and comprehensive understanding of the subjects studied.

Work related learning will be used to bring real life experiences into the curriculum and this will allow students a chance to either work with outside agencies or to work with real challenges and case studies.

Work based learning forms an integral part of the programme and offers students the chance to engage in a placement of their choice and start to create their own connections and networks.

Through personal tutors, PDP and WBL, students get a chance to plan own goals and actions and become pro-active in moving themselves towards their selected articulated route and possible future career.

Tutorial support is given on all modules through a variety of processes and support is also offered through the personal tutor system.

Guest lectures involving delivery of current initiatives and personal reflections of practitioners will also take place to support student learning.

#### **Assessment**

Essays, reports, and presentations students will be expected to refer and reflect on their work practice within assessments.

### Skills and other attributes

#### **Intellectual Skills**

*A student who is eligible for this award will be able to:*

B1. Demonstrate competence in Information, Communication Technology skills and be able to use this within Sport Coaching and Development.

B2. Gather, understand and critically evaluate primary and secondary evidence to support and develop theoretical and conceptual perspectives (benchmark para 3.3).

B3. Evaluate sport programmes for young people .

B4. Evaluate and appropriately apply relevant theories and concepts that enable an understanding of the development of sport in a social and cultural context (benchmark para 3.3).

B5. Evaluate a range of leadership and personal development strategies based on management of themselves and groups.

B6. Analyse the role the management processes play in the development of sport.

B7. Demonstrate a rational, imaginative and logical approach towards the skills of thinking through solutions to challenges in the development of sport in the UK and abroad (benchmark 3.3).

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Intellectual skills are promoted, practiced and developed through more active learning processes and a variety of teaching methods including, case studies, work related learning opportunities, group work, reflection and through independently negotiated module at Level 5. All modules in the programme emphasise student centred learning, involving students in task based activities followed by discussion, feedback and a wider application of the concepts. These skills will be built up on and developed as a student progresses through their programme of study.

Guest lectures involving delivery of current initiatives and personal reflections of practitioners.

### **Assessment**

Intellectual skills (B1-B7) are assessed throughout the programme in coursework for example, case studies, essays, practical, individual and group presentations. B7 can be demonstrated and developed both explicitly and implicitly during workshops, reflective writing, peer review processes and group work.

## **Professional practical skills**

*A student who is eligible for this award will be able to:*

C1. Identify the importance of partnerships and networking in sport Coaching.

C2. Assist in the organisation and delivery of appropriate sport Coaching programmes, working with small groups under supervision.

C3. Identify and analyse the structure within which Sport takes place and the policies which affect it.

C4. Identify and critically appraise the range of employment and career pathways that are available within the sports industry.

C5. Develop practical and transferable skills which will facilitate interaction and co-operation with a range of people and provide leadership in a range of practical activities.

C6. Develop an ability to co-ordinate and manage effectively a range of inputs into a successful sport Coaching programme.

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials in the Library at I M Marsh and also at Greenbank College library and alternative local and non-local sources. Guidance for the production of coursework-essays, oral presentations, dissertations, are provided at a modular level. Criteria for assessment accompany individual assignments. Indicative and essential sources accompany course outlines. These skills will be built upon and developed as a student progresses through their programme of study.

Guest lectures involving delivery of current initiatives and personal reflections of practitioners.

### **Assessment**

Professional practical skills will be developed and practice evaluated through lectures, seminars, small group activities, self-directed learning, case studies, and tutorials. Students will undertake managed activities within their own workplace and will be expected to demonstrate reflection on their own practice. 4503SSLN, 4506SSLN and 5503SSLN will include employer reflection of students progress towards professional practice. Skills C1-C6 are assessed throughout the programme in coursework for example case studies, essays, individual and group presentations, and work related learning.

## **Transferable / key skills**

*A student who is eligible for this award will be able to:*

- D1. Demonstrate personal performance in key skills and the organisation of practical activities.
- D2. Recognise how they develop as individuals through personal development planning and tutorial guidance and support.
- D3. Begin to formulate areas of specialism in the field of sport.
- D4. Analyse and evaluate the role of the different agencies involved in sport.
- D5. Synthesise and critically analyse the knowledge and skills acquired at Level 5.
- D6. Work independently, co-operatively and critically both in written and practical areas of study.

### Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

A range of methods will be employed to help students to develop these skills and these will be progressively developed through the programme. Feedback will be given to help students to appraise their own performance and development and personal tutor groups will be used as a peer support mechanism and a place to practice (D2). Oral and written feedback will be given regularly both in formative and summative form (D3). Deadlines across modules on the programme are monitored carefully to minimise bunching and promote effective time management of studies (D1, D6). Group work is encouraged through task based activities and discussions (D5, D6).

### Assessment

At level 4 the focus is on developing key transferable skills supported by students personal development planning modules (4503SSLN). Effective communication is assessed through all areas of learners work (D3). Students are encouraged to identify their strengths and weaknesses through PDP and set appropriate goals and strategies for achievement (D2). At level 4 assessment of the attainment of transferable skills is undertaken both explicitly within the assessment criteria of relevant modules and implicitly through the successful completion of the independent project.

## Programme structure - programme rules and modules

### Programme rules

The degree may be studied full time and part time.

Full time Students will study between 2 and 2 1/2 days each week, over 2 years.

Part time Students will study with the Full time cohort between 1 and 1 1/2 days each week, over 3 years.

Foundation Degree in Arts

240 credits: 120 at Level 4 and 120 at Level 5

Certificate of Higher Education

120 credits at Level 4

| Level 5                                                                                                                                                                                                                                                                                                        | Potential Awards on completion | Foundation Degree Arts                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------|
| Core                                                                                                                                                                                                                                                                                                           | Option                         | Award Requirements                                         |
| 5501SSLNGB Coaching Process 2 (20 credits)<br>5502SSLNGB Applying Research Methods (20 credits)<br>5503SSLNGB Professional Practice (20 credits)<br>5504SSLNGB Strength and Conditioning for Coaches 2 (20 credits)<br>5505SSLNGB Sports Psychology 2 (20 credits)<br>5506SSLNGB Paralympic Sport (20 credits) |                                | 120 core credits at level 5<br>0 option credits at level 5 |
| Level 4                                                                                                                                                                                                                                                                                                        | Potential Awards on completion |                                                            |
| Core                                                                                                                                                                                                                                                                                                           | Option                         | Award Requirements                                         |
| 4501SSLNGB Introduction to Disability Sport (20 credits)<br>4502SSLNGB Strength and Conditioning (20 credits)                                                                                                                                                                                                  |                                | 120 core credits at level 4<br>0 option credits at level 4 |

|                                                                                                                                                                                                       |  |  |
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| 4503SSLNGB Personal and Professional Development (20 credits)<br>4504SSLNGB Coaching Process 1 (20 credits)<br>4505SSLNGB Sports Psychology (20 credits)<br>4506SSLNGB Coaching Pedagogy (20 credits) |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

WBL will be provided for some students at the nearby Greenbank Sports Academy, as community sports coaches. Some students will already be in paid employment and it is envisaged that this employment will constitute their WBL environment. Students will be working in various sectors of the industry. The programme has been designed to incorporate opportunities for students to apply theory to practice and further the advancement of the individual in their professional field. It gives the students the opportunity to:

Undertake the practical application of their subject knowledge and skills

Further develop subject specific and key/transferable knowledge and skills

Identify/explore career opportunities

Change/transform practices within their workplace

It is an identifying feature of the programme that students will be required to complete assessments based on the application of theory learned in the classroom to their own work setting. This may involve looking at institutional policies and procedures, talking to colleagues about job roles, reflecting on own and colleagues practice etc. It is essential, therefore, that students have at least ten hours work based practice per week in level 4 and 15 in level 5, to enable this learning to take place.

## Criteria for admission

### A/AS Level

A tariff score of 120 points is the minimum entry threshold. The 120 points required for entry could come from A level or a combination of A and AS levels in any subject but the student must show a strong interest in a career within the Sporting industry (The points cannot come solely from Key Skills level 3 awards).

### Access

Students are admitted in accordance with the University regulations. The aim is to recruit students with the potential to become knowledgeable, committed and reflective Sport personnel (i.e. leisure managers, health related fitness workers, coaches) or development officers. Applicants need to have studied Level 3 NVQ or above for a minimum of two academic years. As students may be working within a coaching environment, coaching children, a clear enhanced DBS check will be imperative. Students not having GCSE English and Mathematics grade A-C or equivalent will be encouraged to gain this within the period of the FDA with the support of the programme team and the learner support network at LJMU. Candidates are offered a place depending on their qualifications and experience. Applicants for the FDA Disability Sport Coaching and development may be required to attend an interview that includes a short oral presentation. There are a number of criteria that are applied in this situation. Candidates must have a reference from School / College / Employer that is supportive. Candidates should normally have appropriate experience with children, young people or a specified client group that is suitable for the sport coaching profession. The oral presentation will be on a key issue relating to a sport related theme that indicates their ability to communicate effectively their understanding of the course for which they are applying. The interview will focus on their understanding of Sport Development, detailed analysis of appropriate experience of sport and an examination of any previous academic background. The programme team will use their discretion in selecting candidates, but in addition to the criteria highlighted above, applicants must:

Have at least two years recent and relevant experience in either paid or voluntary employment within a sports setting.

Demonstrate the ability to understand and make use of written material and are able to communicate clearly and accurately in spoken and written English.

Entry from the following routes are seen as appropriate, subject to the level of achievement;

GNVQ Advanced - Sport

HNC - Any relevant subject

Access to HE - Any relevant subject

NVQ L3 - Any relevant subject

Professional Qualifications at Level 3 or above - see paragraph 'mature entrants'.

#### **Other**

Where appropriate, students will be involved in the participation of some practical activity that enables them to demonstrate the potential to respond to and appropriately interpret instructions, to actively interact with leaders and other participants, and to lead and co-ordinate groups of people.

#### **Mature entry**

Mature entrants would be required to demonstrate evidence of recent study and/or relevant Vocational/work experience and a genuine interest in developing their career in the industry and ready to follow a HE level course. Mature students are encouraged to apply early in order that proper consideration and academic guidance can be given. Students must demonstrate a commitment to Sport either through vocational experience or through a history of elite sports competition.

Adults looking to enhance their qualifications - see paragraph 'mature entrants'

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

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

#### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

#### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

#### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

## External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### ***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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*