

**Overview**

<b>Programme Code</b>	35749
<b>Programme Title</b>	Sport Coaching
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Nicola Robinson
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Science with Honours - BSH	See Learning Outcomes Below
Recruitable Target	Bachelor of Science with Honours (SW) - SBSH	See Learning Outcomes Below
Alternative Exit	Bachelor of Science - BS	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>
Alternative Exit	Diploma of Higher Education - DHE	<p>Explain and evaluate principles, concepts and appropriate theories used within sport coaching. Analyse and apply pedagogical theories, approaches, and skills central to sport coaching. Develop personal and professional practice with engagement in work-based learning and work-related environments in the context of sport coaching. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from a diverse landscape within sport coaching. Take responsibility for their own learning and reflect on academic, personal, and professional development and practice. Explain the principle concepts and theories and conduct analytical techniques of qualitative and quantitative research approaches and methods as applied to the field of sport coaching. Effectively communicate information, arguments, and analysis in a variety of form to specialist and non-specialist audiences and deploy key techniques of the discipline of sport coaching effectively. Communicate information, ideas, problems, and solutions in sport coaching to different audiences. Work independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity. Work and act responsibly, safely, and ethically within sport coaching contexts. Reflect on the role that each individual plays in shaping the landscape of sport coaching and the contribution that we can make to transforming our own and other people's experience(s). Reflect upon and develop personal and professional skills and self-awareness in the context of fundamental employability skills. Complete the CIMPSA Professional Standards of a Coach Profession certificate.</p>

Alternative Exit	Diploma in Higher Education (SW) - SDHE	<p>Explain and evaluate principles, concepts and appropriate theories used within sport coaching. Analyse and apply pedagogical theories, approaches, and skills central to sport coaching. Develop personal and professional practice with engagement in work-based learning and work-related environments in the context of sport coaching. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from a diverse landscape within sport coaching. Take responsibility for their own learning and reflect on academic, personal, and professional development and practice. Explain the principle concepts and theories and conduct analytical techniques of qualitative and quantitative research approaches and methods as applied to the field of sport coaching. Effectively communicate information, arguments, and analysis in a variety of form to specialist and non-specialist audiences and deploy key techniques of the discipline of sport coaching effectively. Communicate information, ideas, problems, and solutions in sport coaching to different audiences. Work independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity. Work and act responsibly, safely, and ethically within sport coaching contexts. Reflect on the role that each individual plays in shaping the landscape of sport coaching and the contribution that we can make to transforming our own and other people's experience(s). Reflect upon and develop personal and professional skills and self-awareness in the context of fundamental employability skills. Complete the CIMPSA Professional Standards of a Coach Profession certificate.</p>
Alternative Exit	Bachelor of Science (SW) - SBS	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>

Alternative Exit	Certificate of Higher Education - CHE	Describe and identify the key concepts of sport coaching from an interdisciplinary perspective. Demonstrate knowledge and understanding of theoretical principles used within sport coaching. Summarise and apply theoretical and practical principles of sport coaching through work related and contextualised learning environments. Identify learning and continuing personal and professional development needs through self-appraisal applying reflective practices to personal, professional, and academic development. Interpret data associated with sport coaching and apply to a given situational context. Demonstrate an ability to recognise and use a range of study skills through academic development to identify the key theories and techniques within research methods in sport coaching contexts. Identify the key anatomy, physiology, biomechanics, and psycho-social concepts relevant to sport and exercise contexts. Communicate basic information, ideas, problems, and solutions in sport coaching. Work independently and with others, recognising and respecting the values of equality and diversity. Identify how to work and act responsibly, safely, and ethically in sport coaching contexts. Identify how factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, impact within society, and how these contribute to experiences in sport coaching. Explore and develop personal and professional skills in the context of fundamental employability skills.
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<b>Alternate Award Names</b>	
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## External Benchmarks

<b>Subject Benchmark Statement</b>	UG-Events, Hospitality, Leisure, Sport and Tourism (2019)
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	LJMU Taught	3 Years
Sandwich Year Out, Face to Face	September	LJMU Taught	4 Years

## Aims and Outcomes

### Educational Aims of the Programme

Develop graduates with intellectual, transferable, scientific, reflective, and practical skills to make improvements to professional practice across the landscape of sport coaching application. Develop students' critical appreciation of the importance and influence of sport coaching in the promotion of lifelong participation in physical activity and sport whilst addressing a range of challenges the landscape brings. Develop scientific thinking and practice in relation to using and undertaking empirical research in the context of sport coaching. Provide opportunities for students to engage in peer-to-peer co-operative learning thereby cultivating and participating in communities of practice thereby enhancing personal and academic confidence and competence and development of their professional identities through engagement in communities of practice. Encourage an appreciation and reflection on how protected characteristics (such as ethnicity, gender, religion, sexuality, socioeconomic status), and intersections thereof, contribute to experiences in sport coaching and what action can be taken to promote a more equitable society. Develop employability skills and mindset throughout the programme that are aligned to the LJMU Employability Strategy. Transform student employability skills, self-awareness, agency and aspirations to be able to make a difference to professional practice in the field of sport coaching. In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

### Learning Outcomes

Code	Description
PLO1	Critically apply advanced knowledge and systematic understanding and be able to apply the methods and techniques within sport coaching to then be able to review, consolidate, extend thinking within the field.
PLO2	Critically assess information, ideas, and data from a variety of sources and discern and establish connections
PLO3	Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity.
PLO4	Work and act responsibly with effective use knowledge and understanding of health and safety, ethics, and government policy in a sport coaching.
PLO5	Critically reflect on personal and professional practice through engagement in work-based learning, work related learning, and contextualised sport coaching environments
PLO6	Apply and deliver advanced components of sport coaching along the sporting and physical activity pathway contextualised to sport coaching environments.
PLO7	Critically evaluate arguments, assumptions, abstract concepts, and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem within sport coaching.
PLO8	Communicate complex information, ideas, problems, and solutions in sport coaching to specialist and non-specialist audiences in both written and verbal forms effectively using IT software proficiently.
PLO9	Effectively manage time and work to deadlines both individually and as part of a team
PLO10	Exhibit the characteristics required for graduate level employment in the sport coaching sector and beyond

<b>Code</b>	<b>Description</b>
PLO11	Critically reflect on the concept of unearned advantages based on factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, in the context of sport coaching and how we can act to promote a more equitable, diverse, and inclusive sector.
PLO12	Critically apply detailed knowledge of research methods in a sport coaching context and effective deployment of the research process through the planning, production, analyses, and interpretation of investigations
PLO13	Use employability skills to effectively navigate and contribute to a work-based context and develop a compelling onward plan.
PLO14	Critically apply detailed knowledge of coaching expertise and effectiveness in a sport coaching context.
PLO15	Critically apply detailed knowledge of contemporary issues in a sport coaching context
PLO16	Research, challenge and critically evaluate concepts, theories and policies related to sport coaching.
PLO17	Take responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts.
PLO18	Deploy accurately established techniques of analysis and enquiry within sport coaching.
PLO19	Plan, design, execute and disseminate a sustained piece of independent intellectual work within the field of sport coaching.
PLO20	Plan, design, monitor and execute practical activities using appropriate techniques and procedures in relation to sport coaching.

## Programme Structure

### Programme Structure Description

Core modules within Level 4 and 5 will align to the professional standard set out by CIMPSA Role of a Coach and in addition, CIMPSA context settings. There are three strands on the programme to structure the content into cognate areas: Professional Practice; Coaching Pedagogy; Research Methods/ Dissertation. Study Abroad Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available: Option A: replacement of 60 credits of Level 5 with appropriate study abroad. The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5018SPS) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5. Option B: additional study year abroad following Level 5 The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module (5015SPS). The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5. Sandwich Year The placement year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme and take the module 5404SPS (Sandwich Year-Sport Coaching). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5. Students who joined the programme prior to September 2022 will follow the previously validated version of this programme.

<b>Programme Structure - 360 credit points</b>	
<b>Level 4 - 120 credit points</b>	
<b>Level 4 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 4091SPS Research Methods 1 Approved 2022.03 - 20 credit points	
[MODULE] 4092SPS Exercise Physiology 1 Approved 2022.03 - 20 credit points	
[MODULE] 4093SPS Psychosocial Principles of Sport and Exercise Approved 2022.05 - 20 credit points	
[MODULE] 4094SPS Human Movement Approved 2022.01 - 20 credit points	
[MODULE] 4202SPS Learning in PE & Sport Contexts Approved 2022.01 - 20 credit points	
[MODULE] 4401SPS Professional Practice in Sport Coaching 1 Approved 2022.02 - 20 credit points	
<b>Level 5 - 120 credit points</b>	
<b>Level 5 Core - 100 credit points</b>	<b>CORE</b>
[MODULE] 5091SPS Research Methods 2 Approved 2022.01 - 20 credit points	
[MODULE] 5202SPS Learning in PE & Sport Contexts 2 Approved 2022.01 - 20 credit points	
[MODULE] 5401SPS Professional Practice in Sport Coaching 2 Approved 2022.01 - 20 credit points	
[MODULE] 5402SPS Effective Coaching in Paralympic and Disability Sport Approved 2022.01 - 20 credit points	
[MODULE] 5403SPS Strength and Conditioning for Coaches Approved 2022.01 - 20 credit points	
<b>Level 5 Optional - 20 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5092SPS Exercise Physiology 2 Approved 2022.01 - 20 credit points	
[MODULE] 5093SPS Sport and Performance Psychology Approved 2022.01 - 20 credit points	
[MODULE] 5094SPS Sport, Physical Education and Society Approved 2022.01 - 20 credit points	
<b>Optional placement - 120 credit points</b>	<b>OPTIONAL</b>
<b>Placement Year - 120 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5404SPS Sandwich Year - Sport Coaching Approved 2022.01 - 120 credit points	

<b>OR Study Abroad - 120 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5015SPS Study Year Abroad - Sport Coaching Approved 2022.01 - 120 credit points	
<b>Optional Study Semester - 60 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5018SPS Study Semester Abroad - Sport Coaching Approved 2022.01 - 60 credit points	
<b>Level 6 - 120 credit points</b>	
<b>Level 6 Core - 100 credit points</b>	<b>CORE</b>
[MODULE] 6091SPS Major Project Approved 2022.01 - 40 credit points	
[MODULE] 6401SPS Critical Challenges within Coaching Approved 2022.01 - 20 credit points	
[MODULE] 6402SPS Coach Expertise and Effectiveness Approved 2022.01 - 20 credit points	
[MODULE] 6403SPS Applied Placement in Sport Coaching Approved 2022.01 - 20 credit points	
<b>Level 6 Optional - 20 credit points</b>	<b>OPTIONAL</b>
[MODULE] 6093SPS Strength and Conditioning Approved 2022.01 - 20 credit points	
[MODULE] 6094SPS Behaviour change Approved 2022.01 - 20 credit points	
[MODULE] 6095SPS Performance Analysis in Sport Approved 2022.01 - 20 credit points	
[MODULE] 6096SPS PE Teacher Education Approved 2022.01 - 20 credit points	
[MODULE] 6097SPS Interdisciplinary Coaching Science Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>



## Teaching, Learning and Assessment

Teaching and assessment on the programme is underpinned using a set of educational practices that have been shown to have most impact on student learning. This includes active learning strategies, use of formative feedback, collaborative and peer-to-peer learning, research-based teaching, and use of authentic tasks. Such practices are weaved into the various teaching methods including lectures, workshops, practical activities, seminars, and online activities. Certain aspects are foregrounded at different points throughout the programme. For example, at Level 4 collaborative learning and formative feedback are a focus to help with transition into the programme. Research informed teaching is a significant strength of the programme. A range of staff research outputs and live projects/applied work have supported the development of the curriculum and teaching on the programme. There are clear links between staff research activity and specific modules; particularly the Level 5 core module Effective Coaching in Paralympic and Disability Sport 5402SPS that has been created around the Para Coach project and the expertise the team holds which spans from inclusive practice to para sport experience. This is also evident in Interdisciplinary Coaching Science 6403SPS which involves staff research from research and consultancy experience to reflect the interdisciplinary nature. Level 5 Contemporary Issues module also covers recently published work by staff members around 'Myths in Coaching' and 'This Girl Can'. We also have experts within module area to provide key context to students from the applied world to enhance learning and networking such as 5403 Strength and Conditioning with Speed and Power workshops and Learning in PE and Sport Coaching context 4202 and 5202 with another intervention practical with an external expert. Assessment on the programme is through a range of different methods including portfolios, reports/essays, examinations, presentations, reports, case studies, portfolios, podcast, and a dissertation. These have been mapped to ensure that there is progression in terms of both the subject content and the form of assessment. Therefore, feedback on a particular assessment will help students to develop their skills to enhance their work for a similar type of assessment in a subsequent module. Within the assessment methods identified, a range of novel and authentic strategies are used including case studies, live briefs, and empirical data collection. In 2021, an 'inclusive curricula team' was formed and this working group successfully secured internal funding to enable student interns to lead an audit of our programmes in relation to decolonising the curriculum, with the support of our academic team. We recognise that a colonial curriculum is an inaccurate curriculum, characterized by an unrepresentative, inaccessible, and privileged nature. Decolonising the curriculum is about being more accurate, more inclusive, and more interculturally responsive. Equity, diversity and inclusion (EDI) is an increasingly important focus for our School (the school also have Athena SWAN bronze status). We recognize that to truly embed EDI into the fabric of what we do, we need to focus our curricula. The curricula are, truly, the heart of our School and involves everyone, all our staff and students. As a project team, we agreed very quickly that this needs to be considered in three ways- i) what we teach, ii) how we teach and iii) how we assess. This process has both provided broader insights into issues around equality, diversity and inclusion within the curricula, both in relation to content and inclusive delivery. Outcomes from this have informed programme development and have led to the creation of a programme-level learning outcome. Furthermore, module teams have audited module content on EDI topics to ensure appropriate coverage of this theme including: (1) a diverse curriculum, (2) representation, (3) critical thinking, (4) discuss

## Opportunities for work related learning

There is a strong work-related/work-based learning strand on the programme to support the development of employability skills and understanding of professional conduct within the Sport Coaching landscape. To that end, we ensure that work-related learning opportunities and work-based learning placements are an integral part of the course. There is a work-related learning module at Level 4 (4401SPS Professional Practice in Sport Coaching) whereby students are exposed to contextualised sport coaching experiences through a range of UK Coaching resources, training and education and the completion of a Coaching in Sport and Physical Activity Level 2 certificate allowing practical soft skill development. This culminates in a further two applied, work-based learning placements at Level 5 (5401SPS Professional Practice in Sport Coaching 2) and at level 6 (6403SPS Applied Placement/Work Related Project). These work-based learning placements not only provide students with the opportunity to gain first-hand experience in a sport coaching setting but also enable students to develop their professional identities, soft skills and networks which informs their employment focus upon graduation. As these modules are mandatory, every effort is made by the university to source opportunities. Self-sourcing is also considered; however, these placements must be quality assured. LJMU's Student Employability, Enterprise & Employment Strategy commits to adopting 'a shared institutional approach to developing employability skills & mindset, encompassing the curricular, co-curricular and extra-curricular alike.' LJMU's Student Employability, Enterprise & Employment Strategy sets out a 'whole university, whole lifecycle approach' to improving employment outcomes for graduates, centred on two principles: levelling the playing field for our students, many of whom have had less opportunity than their peers elsewhere in higher education to engage in activities that boost capability, confidence, professional networks & social capital leveraging our position as a modern civic university, making the boundaries between lecture theatre and outside world porous and establishing win-win partnerships with businesses, organisations & communities through which students learn while making a positive difference. LJMU is adopting the following definition of work-based learning, set out by the QAA in their document 'UK Quality Code for Higher Education – Advice & Guidance: Work-Based Learning': 'authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. This type of learning typically has a dual function of being designed to meet the learning needs of [students], developing their knowledge, skills, and professional behaviours, and meeting the workforce development needs of the organisation. Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need.' 'All undergraduates [will] complete at least one assessed work placement or alternative work-based learning experience as part of a core module, with latitude for Programme Leaders and Module Tutors to select 'best fit' from a range of models when designing provision. Where a successful placement learning or other work-based learning element is already in place, this can be continued or built upon.'

## Entry Requirements

Type	Description
International Baccalaureate	Acceptable on its own and combined with other qualifications. 112 UCAS points from IB Diploma components.
Other international requirements	For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirements. International applicants must possess a minimum IELTS (or equivalent) score of 6.0.
Alternative qualifications considered	GCSE English Language and Maths Grade C or above or equivalent. Enhanced DBS disclosure. Greenbank Sports Academy, Foundation Degree in Disability Sport Coaching and Development (articulated progression route).
A levels	112 UCAS points. At least one relevant subject.
BTECs	An appropriate National Diploma achieved with DDM in a science-related subject.

## Extra Entry Requirements

