

Overview

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| Programme Code | 36799 |
| Programme Title | Sport Coaching and Development |
| Awarding Institution | Liverpool John Moores University |
| Programme Type | Top-up |
| Programme Leader | |
| Link Tutor(s) | Cath Walker |

| Partner Name | Partnership Type |
|--------------------------|-------------------------|
| Everton Football College | Validated |

Awards

| Award Type | Award Description | Award Learning Outcomes |
|-------------------|--|--------------------------------|
| Target Award | Bachelor of Science with Honours - BSH | See Learning Outcomes Below |

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| Alternate Award Names | |
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External Benchmarks

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|------------------------------------|---|
| Subject Benchmark Statement | 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 | Everton Football College | 1 Years |

Aims and Outcomes

Educational Aims of the Programme

The programme aims to develop individuals with a understanding of Sport Development & Coaching through theoretical, practical and work related learning experiences and will: Provide learning experiences that facilitate and encourage personal and professional development to enhance student employability or further study. Enhance student capacity to reflect upon their performance to improve their self-awareness, progression and development. Encourage a critical appreciation of the interdisciplinary nature of the subject area of sport coaching with particular reference to theories, principles, applications and methodologies. Facilitate student excellence in the process of becoming active, reflective and independent learners within a supportive environment through student centred learning. Develop an understanding of pedagogical theories and practice that are relevant to sport coaching & development. Develop an understanding of the coaching process and sport development initiatives and apply these to work experience opportunities to enhance learning. Develop students' ability to understand, evaluate and apply scientific principles to the physical and psychological preparation of the participant along the sport pathway. Augment student knowledge and experience of relevant sport development and coaching opportunities. Gain a comprehensive perspective on sports coaching opportunities in contemporary society, reflecting key trends and the relevant national benchmarks. Prepare students for employment within the field of sport coaching and development who are able to innovate, make informed judgements and manage change. Encourage appreciation and reflection on how protected characteristics and demographics (such as ethnicity, gender, religion, sexuality, socioeconomic status),and intersections thereof, contribute to experiences in Sport & Exercise Sciences and what action can be taken to promote a more equitable society.

Learning Outcomes

| Code | Description |
|------|---|
| PLO1 | Demonstrate 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 reflect on employability, personal and professional practice through engagement in work-based learning, work related learning, and contextualised sport coaching environments. |
| PLO3 | Apply and deliver advanced components of sport coaching along the sporting and physical activity pathway contextualised to Sport Coaching environments. |
| PLO4 | 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. |
| PLO5 | Effectively manage time and work to deadlines both individually and as part of a team. |
| PLO6 | Exhibit the characteristics required for graduate level employment in the sport coaching sector and beyond. |
| PLO7 | Critically reflect on the concepts of equality, diversity and inclusion, in the context of sport coaching, to promote a more equitable, diverse, and inclusive sector. |

| Code | Description |
|-------------|--|
| PLO8 | Demonstrate an appreciation of unearned advantages as operationalised through factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, in the context of Sport & Exercise Sciences, and comprehend how we can act to promote a more equitable, diverse and inclusive sector. |
| PLO9 | Demonstrate systematic understanding and detailed knowledge and application of research methods in a sport coaching context. |
| PLO10 | Demonstrate systematic understanding and detailed knowledge of coaching expertise and effectiveness in a sport coaching context. |
| PLO11 | Demonstrate systematic understanding and detailed knowledge of contemporary issues in a sport coaching context. |
| PLO12 | Research, challenge and critically evaluate concepts, theories and policies related to sport coaching. |
| PLO13 | Through self-appraisal and reflecting on practice in academic and professional contexts, develop responsibility for your learning and continuing personal and professional development. |
| PLO14 | Plan, design, execute and disseminate a sustained piece of independent intellectual work within the field of sport coaching. |
| PLO15 | Plan, design, monitor and execute practical activities using appropriate techniques and procedures in relation to sport coaching. |
| PLO16 | Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity. |

Programme Structure

Programme Structure Description

The course is studied over one year full time. Most modules are semesterised and are worth multiples of 20 credits. Each module credit represents 10 hours of study; therefore a 20 credit module would be equivalent to 200 hours of study. At Level 6 students are required to complete 120 credits to complete the year and consequently the target award. It is an Everton Football College course based in and around the Everton Family sites, supplemented with periods of work-related learning, which are core at this level. Placements will feature throughout the programme. DBS checks are required for the mandatory placement module which includes students taking part in regulated activity with children or vulnerable adults. The programme requires a mandatory DBS check as part of the application process. Applicants who are offered a place will be automatically invited to complete their DBS application through Everton Football club. To complete a DBS check, the applicant must provide sufficient documents to verify their identity and current address.

| Programme Structure - 120 credit points | |
|---|------|
| Level 6 - 120 credit points | |
| Level 6 Core - 120 credit points | CORE |
| [MODULE] 6501SPSEFC Managing in the Sport Development Sector Approved 2022.01 - 20 credit points | |
| [MODULE] 6502SPSEFC Professional Practice and Community Engagement in Sport Approved 2022.01 - 20 credit points | |
| [MODULE] 6503SPSEFC Major Research Project (Dissertation) Approved 2022.01 - 40 credit points | |
| [MODULE] 6504SPSEFC Contemporary Issues in Sport Coaching and development Approved 2022.01 - 20 credit points | |
| [MODULE] 6505SPSEFC Coaching Expertise and Effectiveness Approved 2022.01 - 20 credit points | |

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

Teaching, Learning and Assessment

Acquisition of outcomes is gained through a range of teaching and learning approaches which will be used dependent on the nature of the subject matter, the student learning experience and the level of study. Students will be taught in differing size groups to support the nature of the activity. Sport coaching practical sessions will cover a range of activities and will support the students in developing their own skills, competencies and abilities within practical activity and coaching. In addition, national governing bodies of sport and relevant agencies/charities will also be involved in the delivery of specific practical areas. This knowledge will be supplemented by more theoretically focused learning to ensure a rounded and comprehensive view of the subjects studied. Work-related learning will be used to bring real life experiences into the curriculum and will allow students a chance to either work with outside agencies or to work with real problems 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 tutor groups, Professional Development Plans and Work Related Learning, students get a chance to work with their own goals and actions and pro-actively move themselves towards their future career. Tutorial support is given on all modules through a variety of processes and personally through the personal tutor system. Formal assessment of knowledge and understanding is through, assessed coursework such as essays and reports and individual and group presentations. Presentations, projects and coaching portfolios are based in the main on individual research. To align with the overall objectives of the programme, assessment will embrace both formative and summative approaches, and be constructively aligned to the learning outcomes. Assessments will be undertaken regularly; will be efficiently administered; and will be student centred. Attention will attempt to focus to the timely delivery of feedback on both formative and summative assessments. Intellectual skills are promoted, practiced and developed through active and experiential learning processes. The programme uses a variety of teaching methods including, case studies, work related learning opportunities, group work, reflection and independent work. All modules in the programme emphasise student centred learning, involving student 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. All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials in the LRC and alternative local and non-local sources. Guidance for the production of coursework - essays, oral presentations, research projects and portfolios are provided at a modular level. Criteria for assessment accompany individual assignments indicative and essential sources accompany course outlines. These skills will be built up on and developed as a student progresses through their programme of study. A range of methods will be employed to help students achieve and these will be progressively developed through the programme. Feedback will be given to help student to appraise their own performance and development and personal tutor groups will be used as a peer support mechanism and a place to practice. Oral and written feedback will be given regularly. Deadlines across modules on the programme are monitored carefully to minimise bunching and promote effective time management. Group work is encouraged through task-based activities and discussions. Effective communication is assessed through all areas of learners work. Students are

Opportunities for work related learning

At Everton Football College & LJMU, it is vitally important to enable students to gain as broad a range of employment related skills as possible. To that end, we ensure that work related learning (sometimes known as work placement) is an integral part of the course. WRL not only provides an opportunity to gain first-hand experience, it also provides students with valuable contacts and information regarding possible employment upon graduation. Work related learning is an integral part of the programme. A DBS check is not required for your application, however a DBS will be required for modules where there is work based learning placement. The Professional Practice module at Level 6 is the key focus for this work but personal and professional development skills and opportunities are embedded across and within all modules at this level.

Entry Requirements

| Type | Description |
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| Alternative qualifications considered | GCSE English Language and Maths Grade C or above or equivalent. A DBS check is not required for your application, however a DBS may be required for modules where there is a work based learning placement option. Work based learning placements that do not require a DBS check are available. |
| Other international requirements | For undergraduate course please apply through UCAS, applicants will be considered in line with normal entry requirements. International students must possess a minimum IELTS (or equivalent) score of 6.0. |
| A levels | Students completing successfully the Foundation Degree in Sport Development and Coaching at Everton college can articulate to this degree programme. For other applicants, a relevant qualification such as a Higher National Diploma or Foundation Degree from the UK in Sport Development or Sport Coaching or other related subject with a minimum of 240 credits at L5 (120 credits for HNC and 120 credits for HND). Related subject areas may include Sports Science or Physical education. This is not an exhaustive list and all qualifications would be considered carefully at entry and application to identify any potential gaps which would be addressed. A DBS check is not required for your application, however a DBS will be required for modules where there is a work based learning placement option. |
| International Baccalaureate | at relevant level |