

PROGRAMME SPECIFICATION

Bachelor of Science with Honours (Fnd) in Sport Coaching

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	H718
JACS Code	C610
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Hospitality, Leisure, Sport and Tourism (2008)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Science with Honours (Fnd) in Sport Coaching Diploma of Higher Education (Fnd) in Sport Coaching Certificate of Higher Education (Fnd) in Sport Coaching
Programme Leader	Nicola Rowley

Educational aims of the programme

The programme aims to develop individuals with a critical understanding of Sport 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.

Enhance students 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.

Develop a critical understanding of pedagogical theories and practice that relevant to sport coaching.

Develop critical understanding of the coaching process, and an appreciation of the contextual and individual influences upon the process.

Develop students ability to understand, evaluate and critically apply scientific principles to the physical and psychological preparation of the participant along the sport pathway.

Students will gain a comprehensive perspective on sports coaching opportunities in contemporary society, reflecting key trends and the relevant national benchmarks.

To encourage students to engage with the development of employability skills.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

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

Demonstrate an understanding of key scientific concepts that underpin sports performance

Demonstrate appropriate strategies for problem solving

Communicate accurately using appropriate pedagogical strategies

Exhibit the qualities required for employment requiring the use of personal decision making and responsibility

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

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

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

- Evaluate and analyse key scientific concepts that underpin sports performance
- Identify and apply appropriate approaches to problem solving in coaching
- Identify and evaluate vocational skills that enable effective performance in an applied setting
- Evaluate and apply a range of leadership and personal development strategies
- Consider the application of coaching principles to a range of theoretical coaching models and frameworks

Target award Learning Outcomes - Bachelor of Science with Honours (Fnd)

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

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

1. Demonstrate an understanding of the interface between theoretical and practical approaches to sport coaching.
2. Demonstrate an understanding of sport coaching through reflective practice.
3. Demonstrate a critical understanding of relevant research methods applicable to the analysis of a variety of sport coaching contexts.
4. Demonstrate an understanding and critical awareness of the moral, ethical and legal issues which underpin both the study and practice of sport coaching.
5. A critical appreciation of sport coaching in a variety of settings and groups and individuals.
6. Demonstrate competence in Information, Communication Technology skills and be able to use this within sport coaching.
7. Gather, understand and critically evaluate primary and secondary evidence to support and develop theoretical and conceptual perspectives.
8. Evaluate coaching programmes across coach and participant pathways.
9. Evaluate and appropriately apply relevant theories and concepts that enable an understanding of the development of sport coaching in a social and cultural context.
10. Evaluate a range of leadership and personal development strategies based on management of themselves and groups.
11. Analyse the role that management processes play in the development of sports coaching.
12. Demonstrate a rational, imaginative and logical approach towards the skill of thinking through solutions to challenges in the development of sports coaching.
13. Identify the importance of partnerships and networking in sport coaching.
14. Assist in the organisation and delivery of appropriate sport coaching.
15. Identify and analyse the structure within which sport coaching takes place and the policies which affect it.
16. Develop a competence in a chosen specialism and support this knowledge in a practical way.
17. Identify and critically appraise the range of employment and career pathways that are available within the sport coaching industry.
18. Develop practical and transferable skills which will facilitate interaction and co-operation with a range of people.
19. Develop an ability to co-ordinate and manage effectively the variety of inputs to a successful sport coaching programme.
20. Evaluate own performance through self-appraisal and reflection.
21. Demonstrate personal performance in key skills and the organisation of practical activities.
22. Use oral and written communication skills in a variety of contexts.
23. Begin to formulate areas of specialism in the field of sport coaching.
24. Work effectively as the member of a team to achieve agreed objectives.
25. Consider and solve problems effectively and efficiently.

26. Work independently, co-operatively and critically using planning and time management skills.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

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 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, PDP, WRL and dissertation, 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. Active and experiential learning is key to the programme which is delivered through a range 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. Group work is encouraged through task based activities and discussions

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.

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. Deadlines across modules on the programme are monitored carefully to

minimise bunching and promote effective time management. Attention will attempt to focus to the timely delivery of feedback

on both formative and summative assessments.

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.

Programme structure - programme rules and modules

The course is studied over 4 years full time. Modules are semesterised and are worth multiples of 10 credits. Each module credit represents 10 hours of study; therefore a 20 credit module would be equivalent to 200 hours of study. At each level of study 120 credits are required to complete the year. It is primarily a university site-based course supplemented with periods of work related learning, which are core at all levels.

Placements will feature in the Employability and Professional Development pathway through the programme.

The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module (5468SSLN Study Year Abroad – Sport Coaching). 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.

Level 6	Potential Awards on completion	Bachelor of Science with Honours (Fnd)
Core	Option	Award Requirements
6461SSLN Major Research Project		120 core credits at level 6

(40 credits) 6462SSLN Interdisciplinary Considerations for Programme Design (20 credits) 6463SSLN Psychology for Sports Coaches 3 (10 credits) 6464SSLN Applied Sport Coaching Pedagogy 3 (10 credits) 6465SSLN Coaching Process 3 (20 credits) 6466SSLN Employability and Professional Development 3 (20 credits)		0 option credits at level 6
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Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5461SSLN Sport Coaching Pedagogy 2 (20 credits) 5462SSLN Coaching Process 2 (20 credits) 5463SSLN Research Methods II (20 credits) 5464SSLN Psychology for Sports Coaches 2 (20 credits) 5465SSLN Strength and Conditioning for Coaches 2 (20 credits) 5466SSLN Employability and Professional Development 2 (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4461SSLN Sport Coaching Pedagogy 1 (20 credits) 4462SSLN Coaching Process 1 (20 credits) 4463SSLN Research Methods and Study Skills (20 credits) 4464SSLN Psychology for Sports Coaches 1 (20 credits) 4465SSLN Strength and Conditioning for Coaches (20 credits) 4466SSLN Employability and Professional Development 1 (20 credits)		120 core credits at level 4 0 option credits at level 4

Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3001SSLN Projects in Sport, Physical Education and Nutrition (20 credits) 3002SSLN Personal Skills Development (20 credits) 3003SSLN Lifestyle Behaviours in Sport, Physical Education and Nutrition (20 credits) 3004SSLN Sport, Physical Education and Nutrition in Practice (20 credits) 3005SSLN Health and Wellbeing in Sport, Physical Education and Nutrition (20 credits) 3006SSLN Exploring Aspects of Sport, Physical Education or Nutrition (20 credits)		120 core credits at level 3 0 option credits at level 3

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)

Here at LJMU we feel 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 based 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 based learning is an integral part of the programme. The following opportunities are provided at each level:

Level 4 - In Employability and Professional Development 1 (4466SSLN) students examine employability and personal development through effective coach practice and work based learning. The module provides opportunities to observe and engage in coaching practice within a variety of sports settings.

Level 5 - Employability and Professional Development 2 (5466SSLN) encompasses a 4 hours x 10 weeks of WRL in a coaching specific placement that exposes the student to the opportunity to implement theory through practice related to their individual goals and objectives.

Level 6 - Employability and Professional Development 3 (6466SSLN) consists of 6 hours x 10 weeks where the placement is focussed on either their chosen pathway or specialism or a level of coaching placement relevant to their current coach education level.

All students are encouraged to source their own placement based on their individual work related goals and aims. The University will then look to assist the student in finding a placement if the student cannot source a placement by a required date so that all students will be subject to an equitable work related learning opportunity.

Criteria for admission

A/AS Level

UCAS Tariff Points Required: 64

NB: Tariff points may differ for International Baccalaureate qualifications.

Requirements: 64 UCAS points from A2 (6 unit) of 12 unit awards from a minimum of 18 units (any combination of VCE units/A level units).

Is General Studies acceptable?: Yes.

Are AS level awards acceptable? Acceptable only when combined with other qualifications.

AS Double Award: Acceptable.

BTEC National Diploma

BTEC Certificate:

Acceptability: Acceptable only when combined with other qualifications

BTEC 90-credit Diploma:

Acceptability: Yes

Grades/subjects required: equivalent to 64 points

BTEC Diploma (QCF):

Acceptability: Acceptable on its own

BTEC Extended Diploma (QCF):

Acceptability: Acceptable on its own

Grades/subjects required: Equivalent to 64 points from a subject-related BTEC

BTEC Level 3:

Acceptability: Acceptable on its own and combined with other qualifications

Irish Leaving Certificate

Acceptability: Acceptable on its own and combined with other qualifications

Grades/subjects required: 64 points from Higher level

Scottish Higher

Acceptability: Advanced Higher - acceptable on its own and combined with other qualifications

Grades/subjects required: 64 points at Higher level/Advanced level

International Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications

Additional Information: 64 points

Access

Additional Information: 64 points

Higher national diploma

Pass

Other

Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or above, or equivalent.

Mature entry

Mature applicants with sufficient relevant experience will be invited to attend interview.

Overseas qualifications

For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirement. International applicants must possess a minimum IELTS (or equivalent) score of 6.0 overall with a minimum of 5.5 in each element.

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

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.