

PROGRAMME SPECIFICATION

Foundation Degree Science in Sport Development and Coaching

Awarding institution	Liverpool John Moores University
Teaching institution	Everton Football College
JACS Code	C610, C620
Programme Duration	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Events, Hospitality, Leisure, Sport and Tourism (2016)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Foundation Degree Science in Sport Development and Coaching Certificate of Higher Education in Sport Development and Coaching
Link Tutor	Cath Walker

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

Students will 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

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

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

Demonstrate an understanding of key concepts that underpin sports coaching and performance. Describe the basic elements of sport development. 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.

Target award Learning Outcomes - Foundation Degree Science

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. Evaluate and analyse key concepts that underpin sports performance & development
2. Identify and apply appropriate approaches to problem solving in coaching
3. Explain and apply key concepts of sport development within a range of related disciplines (e.g, physical activity, health and wellbeing, sport coaching, inclusion)
4. Plan and evaluate Sport Development projects using acknowledged and appropriate planning techniques
5. Identify and evaluate vocational skills that enable effective performance in an applied setting
6. Evaluate and apply a range of leadership and personal development strategies
7. Consider the application of coaching principles to a range of theoretical coaching models and frameworks

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 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 encouraged to identify their strengths and weaknesses through PDP and consider these skills in different contexts (individual, student and coach).

Programme structure - programme rules and modules

The course is studied over two years 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 each level of study 120 credits are required to complete the year. It is an Everton College course based in and around the Everton Family sites with elements of university site-based modules, supplemented with periods of work-related learning, which are core at all levels. 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.

Level 5	Potential Awards on completion	Foundation Degree Science
Core	Option	Award Requirements
5500SSLNEF Management in Sport Development (20 credits) 5501SSLNEF Sport Business - Elite (20 credits) 5502SSLNEF Research Methods (20 credits) 5503SSLNEF Community Engagement in Sport (20 credits) 5504SSLNEF Applied Sport Coaching (20 credits) 5505SSLNEF Sport Development & Social Issues (20 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500SSLNEF Sports Coaching and Leadership (20 credits) 4501SSLNEF Foundations of Sport Development (20 credits) 4502SSLNEF Research Methods & Study Skills (20 credits) 4503SSLNEF Sport, Health, Well-being & Society (20 credits) 4504SSLNEF Motor Learning & Skill Acquisition for Coaching (20 credits) 4505SSLNEF Event Leadership & Management (20 credits)		120 core credits at level 4 0 option credits at level 4

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)

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. Students must complete a valid

DBS check on receipt of an offer for the programme, in order to undertake the mandatory placement module.

Criteria for admission

A/AS Level

48 UCAS points from 2 A Levels/6 or 12 unit awards (one of which should be subject related)

BTEC National Diploma

Pass profile

Irish Leaving Certificate

at relevant level

Scottish Higher

at relevant level

International Baccalaureate

at relevant level

Access

pass in a relevant kite-marked course

Other

GCSE English Language and Maths Grade C or above or equivalent. Enhanced DBS disclosure.

Mature entry

Enquiries are encouraged from candidates from non-standard academic backgrounds who can demonstrate motivation and potential to complete their chosen programme of study. Mature students are encouraged to apply early in order that proper consideration and academic guidance can be given.

Overseas qualifications

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.

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.