

PROGRAMME SPECIFICATION

Bachelor of Science with Honours in Sport Coaching and Performance

Awarding institution	LJMU
Teaching institution	Nelson and Colne College Group
JACS Code	
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	<p>The development of the curriculum content has been informed by, and is cognisant with, the QAA Statement of Common Purpose for Subject Benchmark Statements for Events, Leisure, Sport and Tourism (2019). The programme content is entirely sport-related and has therefore only considered the sections of this benchmark relating to 'courses broadly concerned with sport'.</p> <p>The programme is designed to meet the educational expectations of the Chartered Institute for the Management of Sport and Physical Activity (CIMPSA) Professional Standard: Coach (June 2018)</p>
Programme accredited by	None
Description of accreditation	N/A
Validated target and alternative exit awards	<p>Bachelor of Science with Honours in Sport Coaching and Performance</p> <p>Diploma of Higher Education in Sport Coaching and Performance</p> <p>Certificate of Higher Education in Sport Coaching and Performance</p>
Link Tutor	Ian Sadler

Educational aims of the programme

The main educational aims of the programme are to:

Provide a positive environment that engages independent student learning and develops transferable skills relevant to employment in the sport coaching and performance industry;

Develop students' academic knowledge and practical application of sport coaching and performance studies through a flexible and innovative learning environment;

Develop critical, reflective practitioners using current best practices in the sport coaching and performance industry that aims to equip students with the underpinning knowledge and practical skills required for employment, further study and lifelong learning.

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

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

Explore the field of sports coaching and the roles and responsibilities required to become an effective practitioner.

Explain the structure and functions of the major physiological systems and utilise procedures to measure these within exercise.

Describe and assess the structure and roles of various sporting organisations, sports provision and physiological demands within sport.

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

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

Explore the field of sports coaching and the roles and responsibilities required to become an effective practitioner.

Explain the structure and functions of the major physiological systems and utilise procedures to measure these within exercise.

Examine somatic and cognitive human responses to exercise and how these can be affected by different environments.

Describe and assess the structure and roles of various sporting organisations, sports provision and physiological demands within sport.

Analyse and apply academic theory and concepts to physiological performance, sports development and coaching practice.

Monitor and analyse human responses to exercise both in a laboratory and field setting.

Produce and evaluate strategies for maximising the participant experience and performance in relation to government policies and agendas.

Take ownership of personal learning and development including time management and organisational skills.

Employ reflective skills to support academic work.

Target award Learning Outcomes - Bachelor of Science with Honours

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. Explore the field of sports coaching and the roles and responsibilities required to become an effective practitioner.
2. Explain the structure and functions of the major physiological systems and utilise procedures to measure these within exercise.
3. Assess industry legislation and guidance, organisational policies and procedures and the application to practice.
4. Examine somatic and cognitive human responses to exercise and how these can be affected by different environments.
5. Critically evaluate human responses to exercise, sports performance and coaching.
6. Analyse the role of a coach within the sector and apply the principles of good professional practice.
7. Describe and assess the structure and roles of various sporting organisations, sports provision and physiological demands within sport.
8. Analyse and apply academic theory and concepts to physiological performance, sports development and coaching practice.
9. Critically evaluate the principles underpinning coaching practice and exercise training.
10. Monitor and analyse human responses to exercise both in a laboratory and field setting.
11. Devise and evaluate strategies to ensure the welfare of participants to provide a safe and inclusive coaching environment.
12. Monitor, analyse, select and apply appropriate procedures to enhance learning and performance within sport.
13. Produce and evaluate strategies for maximising the participant experience and performance in relation to government policies and agendas.
14. Conduct and present research to identify and investigate issues appropriate to the sports coaching and performance industry.
15. Take ownership of personal learning and development including time management and organisational skills.
16. Apply principles of research design and main methods of data collection, analysis and interpretation of information.
17. Employ reflective skills to support academic work.
18. Demonstrate good interpersonal skills and team-working ability.

Teaching, Learning and Assessment

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

Teaching and learning will comprise a combination of formal lectures, small group seminars, discussion forums, one to one tutorials, computer based learning and practical laboratory or coaching sessions. During the lectures, students will be introduced to core concepts with examples drawn from sports science and coaching contexts.

Programme structure - programme rules and modules

Level 6	Potential Awards on completion	Bachelor of Science with Honours
Core	Option	Award Requirements
6501SPRT Sports Policies and Agendas (20 credits) 6502SPRT Applied Sport Psychology (20 credits) 6503SPRT Applied Strength and Conditioning (20 credits) 6504SPRT Professional Development and Practice (20 credits) 6505SPRT Research Project (40 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501SPRT Applied Issues in Sports Development and Society (20 credits) 5502SPRT Career Focused Professional Development (20 credits) 5503SPRT Psychological Issues in Professional Sport (20 credits) 5504SPRT Coaching Skills Project (20 credits) 5505SPRT Physiology of Strength and Conditioning Exercise (20 credits) 5506SPRT Research Development (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4501SPRT Introduction to Coaching (20 credits) 4502SPRT PERSONAL & PROFESSIONAL DEVELOPMENT (20 credits) 4503SPRT Introduction to Psychology (20 credits) 4504SPRT Coaching Pedagogy (20 credits) 4505SPRT Anatomy & Exercise Physiology (20 credits) 4506SPRT INTRODUCTION TO RESEARCH METHODS (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)

Work-related learning is a key element within the programme that provides opportunities for students to engage in real world projects and activities.

Criteria for admission

A/AS Level

The target entry profile is based on the requirements of the subject areas and is not definitive. A typical offer will include GCSE Maths and English at grade C or above and a UCAS Tariff score of 200-240. This score can be achieved from passes in two 6-unit GCE A-levels/AVCEs or from a pass in a 12-unit AVCE.

The programme offers internal college students a progression route to higher education as well as recruiting students externally via UCAS.

Selection criteria/entry criteria:

- At least 200 UCAS tariff points (60 points from AS alone; at least 100 points should be obtained from A2s, AVCE, GNVQ Advanced or Scottish Highers)
- At least 12 A level points if taken before 2002
- Advanced or Progression Diplomas (from 2010) where they demonstrate relevance to the HE programme. (UCAS Tariff to be decided)
- BTEC ND at merit or distinction
- Access to Higher Education Diploma - 60 credits, of which at least 45 must be achieved at level 3 (from 2010, with merit or distinction) and with an appropriate combination of modules.
- Open College level 3 qualifications (obtained in or before 2008) at 60% or above - with consideration of marks above 50%
- NVQ level 3 in relevant vocational areas
- GCSE Maths and English Grade C or equivalent
- International English Language Test System (IELTS) 6.0
- Relevant work experience/ professional qualifications
- Some evidence of academic knowledge, experience/skills within the core areas of the course (e.g. coaching/playing experience; working with young people; related work in the sport industry; an understanding of anatomy and physiology principles; volunteer work in sport such as a community football club)
- Prospective students without prior academic qualifications in relevant subjects may be asked to demonstrate their suitability for the programme by researching and producing a 1200-word essay on an appropriate topic.

Expected knowledge and skills:

Criteria to be explored during interview and/or via references:

Academic potential

Motivation

Relevant experience

Organisational ability

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.