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University of Central Lancashire

Course Handbook 2020/21

BA (Hons)
Football Coaching and Development
Course Leader: Andrew Procter

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

Contents

1. Welcome to the course

I would like to welcome you to the School of Sport and Health Sciences and the Division of Sport Coaching and Development. More significantly, welcome to BA (Hons) Football Coaching and Development. The programme offers entry and progression at several levels including foundation year entry, 3 years' full time, 4 years' with internship and direct entry into year three for a top up degree. Wherever stage you are joining us, a warm welcome!

The programme is dynamic to examine a range of contemporary issues relating to the practice of sports coaching. Throughout the programme emphasis is placed on developing a range of attributes essential for the modern football coach. These skills are particularly important given recent government initiatives such as the UK Coaching Framework and the new Sport England strategy. You have chosen this programme to learn about the role of the football coach, and supplement this knowledge with practical experiences in both the academic and work-based environments. We can promise you a challenging and engaging experience that will ensure your professional success.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help.

The School is very proud of its Sports Coaching programmes, and a team of dedicated and enthusiastic staff will be in charge of teaching. In return, we expect the highest levels of motivation and commitment from our students.

Andrew Procter, Telephone: 01772 895718
Email: ADProcter@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

The philosophy of the programme is to provide an intellectually challenging programme of study. Modules within the programme have been designed to provide a high quality education for aspiring or existing coaches. This is supplemented with a suitable practical experience base, from which to develop the skills and attributes necessary in the contemporary sports arena. The basis of the course is driven by two central themes, firstly, students are provided with the opportunity to develop a range of pedagogical skills within the football coaching context and this is underpinned by the second element which is developing a theoretical scientific approach to football coaching. This serves as a platform for undergraduates to choose from a range of modules that reflect their own interests, aspirations and/or strengths. The course embraces both the vocational and academic aspects of football coaching and has been developed to reflect current trends and demands of the market place. The structure of the programme has been designed to provide students with the opportunity to engage with 150 hours of football coaching practice embedded in the programme and designed to give students a firm understanding of the issues that affect development and practice and should be regarded as vocationally relevant as opposed to purely vocational or academic. The object is to equip students with the skills, knowledge and understanding necessary to function in contemporary football coaching and sport development environment. Additionally, a number of employability skills are embedded in the course. These include presentation and leadership skills, communication, academic writing, time management and problem solving skills. Each of these skills is essential in developing the knowledge and experiences necessary for the contemporary career market.

Aims of the programme

• To enable students to develop key academic skills so that they can gain confidence as learners in a HE context in order to work both independently and as part of a group.
• To produce knowledgeable and skilled graduates in the field of Football Coaching and Development.
• To develop the competencies and capabilities to lead and manage effective football coaching and development environments.
• To equip students with multidisciplinary skills base that can be applied in an interdisciplinary manner in a variety of local, national and international contexts.
• To provide a range of learning experiences, enabling students to become innovative, creative and adaptable graduates.
• To promote an ethos of self-appraisal and personal-development enabling the identification of on-going development needs and strategies for achievement
• To establish and develop the skills, competencies and capabilities that can support the student's personal and professional development.

1.2 Course Team

Andy Procter, Senior Lecturer Leader for BA (Hons) Sports Football Coaching & Development	Greenbank 235 01772 895718 adproctor@uclan.ac.uk

Cliff Olsson, Senior Lecturer	Greenbank 242 01772 894690 colsson@uclan.ac.uk
Dr Craig Wright, Principal Lecturer and Divisional Lead	Greenbank 242 01772 894924 cmwright1@uclan.ac.uk
Stuart Wilkinson, Lecturer	Greenbank 235 01772 895487 SGWilkinson@uclan.ac.uk
Sean Burgess, Lecturer	Greenbank 235 01772 895898 ssburgess@uclan.ac.uk
Robin Taylor, Lecturer	Greenbank 236 01772 895713 RDTaylor2@uclan.ac.uk
Matthew Crowther, Lecturer	Greenbank 236 01772 894903 MCrowther1@uclan.ac.uk
Craig Lawlor, Lecturer	Greenbank 236 CLawlor1@uclan.ac.uk

1.3 Expertise of staff

The dedicated staff contribute a range of expertise in vocational practice including coaching, mentoring and coach educating in a range of sports. They also contribute to research and knowledge transfer in a range of areas including the use of performance analysis in sport, health strategy development and implementation, talent development and the role of family, elite performance in rugby league and coach education and learning. Expertise is also evident in our associated research institute. Led by Professor Dave Collins, the Institute of Coaching and Performance (ICaP) focuses on a broad spectrum of human challenge. The majority of this work is in high level sport, encompassing training and preparation, expertise in coaching and support science disciplines, skill development and refinement, and talent development. ICaP also addresses policy in these areas, together with broader elements of performance and coaching in business, military/emergency services and adventure education.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5   Administration details

Campus Admin Services provides academic administration support for students and staff and are located the ground floor along with student services support at the Victoria Mill Campus, contact Burnley Hub on telephone: 01772 896056 or email: BurnleyHub@uclan.ac.uk.

Additional advice and guidance can be sorted by contacting the Greenbank hub on the below contact in formation.

Greenbank Building
Sport and Health Sciences
Telephone: 01772 891998 or 01772 891999
Email: greenbankhub@uclan.ac.uk

1.6   Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. All email communication is expected to be in a professional and polite tone and staff will reply accordingly. Individual staff will notify you of their preferred lines of communication and how you can book tutorials.

1.7 External Examiner

The name of the External Examiner is Helen Mann; Senior Lecturer, School of Sport, Health and Social Sciences, Sheffield Hallam University.

2. Structure of the course
2.1 Overall structure

For those entering at foundation year you must complete 5 modules across the year; The teaching session for some modules is Semester 1 while the teaching session for others is Semester 2. Some modules are taught across both Semesters 1 and 2, and are referred to as year-long modules. You must ensure that you register for modules each year which equates to 120 credits per year. It is your responsibility to ensure your programme of study equates to the required minimum credits. If you wish to take an internship in year 3 it carries a notional 120 credits for the year and will not count toward your final degree classification. Once internship is completed you will return to full time study in year four of your programme. For those entering directly into year three for the top-up programme you will need to complete 120 credits in your one year of study which must include an independent module. The programme has been designed to combine compulsory and optional modules in both practical and theoretical disciplines.

| Foundation Year	Year 1	Year 2	Year 3

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Compulsory Modules

You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

Foundation Year	HUC610	Essential Study Skills for Higher Education
Foundation Year	HUC111	Developing Essential Knowledge and Skills for Higher Education
Foundation Year	HUC112	Informed Decision Making
Foundation Year	HUC115	Learning by Experience
Foundation Year	HUC114	Target Award Extended Study
Year 1	TL1110	Coaching Toolkit
Year 1	TL1111	Improving Performance
Year 1	TL1112	The Development Environment
Year 2	TL2095	Research and Enterprise for Sport
Year 2	TL2233	The Reflective Coach
Year 2	TL2098	School and Community Sports Development
Year 2	TL2096	Performance Enhancement for Sport
Year 2	TL2162	Applied Technology in Sport
Year 3	TL3167	The Critically Reflective Coach
Year 3	TL3168	The Performance Environment
Year 3	TL3172 TL3102 TL3158	Consultancy Project Dissertation Entrepreneurship and Enterprise in Sport, Health and Wellbeing
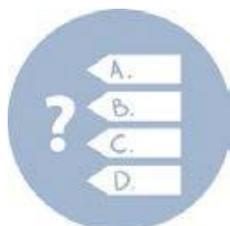
2.3 Course requirements
Students must pass each level (120 credits) in order to progress.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to
make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled onto the programme, through the Student Portal.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The contact time with module tutors is not the total number of learning hours. The contact time is simply the number of teaching hours and is a fraction of the total learning hours.

The total number of learning hours includes personal study hours. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than 36 hours of learning and study each week. The following table outlines the key components of the approximate learning hours.

Activity	Total number of hours
Lectures, seminars and workshops	12
Personal learning and study, library research and writing assignments	24
Total workload per week	36 hours

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made through to your course leader. Please ensure any absences are reported to the following email address:

Burnley Hub on telephone: 01772 896056 or email: BurnleyHub@uclan.ac.uk you will then receive an automated response with an absence form that you must complete.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

If you are an international student it is your responsibility under the Visas and Immigration (UKVI) points based system to attend your course regularly and inform UCLan if you decide to withdraw, defer or suspend your studies. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff
The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications**. http://www.uclan.ac.uk/schools/sport-wellbeing/staff.php**

3.2 Learning and teaching methods
In the Football Coaching and Development Programme a wide variety of teaching methods and learning environments are utilized to ensure learners are provided with opportunities to apply theoretical concepts in applied contexts throughout the programme. The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.

In order for you to receive maximum benefit from your course of study it is in your interest to prepare for lectures and seminars by pre-reading notes from previous learning activities and engaging in all workshops, lectures and practical's. Most module leaders will post lectures notes and learning resources on Blackboard for your convenience.

3.3 Study skills
The development of study skills is supported throughout the programmes in a number of ways, with the most significant of these being through the compulsory modules of Essential Study Skills for Higher Education (L3), Coaching Toolkit (L4), Research and Enterprise for Sport (L5) and the Research Suite (L6). This strand runs through all four years of the programme and is designed to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. In addition to this, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
- Your 'Subject Guide' can be found in the Library Resources
- Your 'My Library' tab in the Student Portal
- Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport and Health Sciences where you can see subject guides and find how to access a range of on-line databases. https://www.uclan.ac.uk/students/library-it/library/sports_studies_guide.php

If you need any specific help with the LIS you should contact the Senior Information Officer for **sport which is Louise Guilfoyle LGuilfoyle@uclan.ac.uk**

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, through your course and modules you will have access to a range of learning materials through Blackboard.

3.5 Personal development planning
The Division of Sport Coaching and Development actively encourage students to engage in their own personal development planning throughout their time on the programme. This can be through the Personal Development Planning modules referred to earlier under 'Study Skills or by engaging with the Universities Careers Service 'Career Edge'

3.6 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,

- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using OneNote, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan. It's your future: take charge of it! Careers offers a range of support for you including:-

- career and employability advice and guidance appointments

- support to find work placements, internships, voluntary opportunities, part-time employment and live projects

- workshops, seminars, modules, certificates and events to develop your skills

A drop in service is available for the student support services on the ground floor of the Victoria Mill Campus. For more information come along and visit the team and the student support services team or access our careers and employability resources via the Student Portal.
http://www.uclan.ac.uk/students/careers/index.php

The Football Coaching and Development programme has been designed to ensure that graduates have the skills and knowledge that will make them employable and make a contribution to the profession of Football Coaching. The compulsory elements of the course provide a platform for students to make good optional choices across themes related various aspects of coaching practice. Within the programme there is an opportunity to take a placement year that may include an international experience. Some of our students have worked in South America, African and Dubai before completing their final year.

3.6.1 Coaching and Leadership Awards
There are opportunities for you to acquire a range of national governing body awards and Sports Coaching UK minimum operating standard qualifications that are subsidized by the university and are often a minimum requirement to secure employment within the sports coaching sector. More details can be found at: www.uclan.ac.uk/coachingawards

The programme and tutors will work closely with Burnley FC in the Community Trust to provided course enhancement, volunteering and mentoring opportunities.

3.6.2 Volunteering
An important part of your personal development, whilst an undergraduate, is to ensure that you develop your skills and experiences. As a school we work closely with a number of organisations both within the university and externally, for example, Active Lancashire, Burnley FC in the Community Trust and Burnley Leisure Trust: Get into programme to provide volunteering opportunities in the area across a range of community contexts that include, schools, local sports clubs and youth programmes. The benefits for you and the local community are excellent and should be an important part of your development to make you employable. Volunteering should be a fundamental part of your development and for many of our graduates has underpinned their employability.

3.6.3 Professional bodies
The programme has been designed to reflect current industry standards and the principles endorsed by Sport UK Coaching as delivering a programme that is recognised by the sector skills council, professional bodies and national coaching agencies.

3.6.4 Global Learning Experience
Within the school our aim is to give you every opportunity to develop your skills and enable you to become employable not just in the UK but abroad. Within the curriculum you may experience working with students from different countries, and there may be opportunities both in and out of modules to have an international experience. For example, modules such as 'The Performance Environment' (TL3168) may include study visits to high performance training environments in Spain or our internship module (TL3561) may provide opportunities for students to complete their internship year abroad. In addition, there may be opportunities to study and gain work experience abroad that include:

- International Student Exchange Programme (ISEP)
- International Summer Camps

- Football Coaching programmes in China

In total, UCLan has supported students to engage in global learning experiences that have included travelling to places such as; USA, Canada, France, Spain, Switzerland, Cyprus, Zambia, Tanzania, South Africa, Dubai, India, Cambodia, China, Australia and New Zealand.

You have the opportunity to study a semester or a full year abroad either within the Erasmus programme which is for European educational institutions or world- wide within the ISEP programme http://www.isep.org/.

For further Information on exchange programmes please contact: Erasmus/
ISEP: Shirley Russo: smrusso@uclan.ac.uk.
http://www.uclan.ac.uk/international/study_abroad.php

During your course you will have an opportunity to undertake a study visit module which enables you to sample a different country/culture. These visits may include Cyprus, Spain and Zambia. Please see your course leader for further information. Within your course you have the opportunity to undertake a paid 48-week International work placement, examples of previous placements are Challenger Sports, USA, American University of Sharjah Wellness Centre, UAE, Magic Bus India and Tanzania Please see Amanda Grundy in the Careers team or e-mail agrundy1@uclan.ac.uk

4. Student Support

Information on the support available is at: https://www.uclan.ac.uk/students/

During the first week of a course, you will be assigned to one member of the academic staff to act as your Academic Advisor. The induction programme will indicate the time during the first week at which the first meeting with the Academic Advisor takes place. You will normally see your Academic Advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

4.1 Academic Advisors
Your Academic Advisors will meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years. They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's. Your Academic Advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the University's strategic plan.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

**Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for the School is: Nick Passenger

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

The students' Union will have some representation at the Victoria Mill Campus this will be located with the student support services on the ground floor of the Victoria Mill Campus
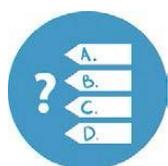
5.   Assessment
Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Many   modules will include opportunities to engage with formative assessment which allows you to develop your learning and knowledge, gain feedback from peers and staff in order to improve for the summative assessment, normally at the end of the module.

The assessment strategies have been designed to ensure that you have every opportunity to demonstrate your knowledge and understanding of the topic area and in addition develop the skills and experience that will underpin your development as a graduate and a sports coach A number of the modules, particularly the practical modules are underpinned by reflective assessments and therefore require a minimum attendance in order to complete the module successfully. There are a range of assessment strategies that include
- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry based project

It is important that you use the assessment activities as an opportunity to learn and utilize the full range of support services to produce work of the highest quality.

5.1 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Health Sciences student submission form that are available electronically. The details should be completed electronically and presented as the **first page** of your assessment submission. Please note that the majority of written assessments are submitted via Turnitin within the Blackboard area of your module. Assessments submitted through Turnitin **may not** require you to paste in an electronic submission sheet, however you will be advised by   the module leader and it will be made clear in each Module Information Pack under submission details.

Assessment deadlines and submission processes including word counts will be clearly detailed in the Module Information Pack. Normally deadlines will be at 9am unless otherwise stated. Presentation schedules and examination dates and times will be communicated through the module

leader via normal e. Communications. Marking criteria guidelines will be outlined in the Module Information Pack.

5.2 Referencing

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks. Referencing examples include:

Trimble, L., Buraimo, T., Godfrey, C., Grecic, D. and Minten, S. (2010) *Sport in the UK.* Exeter: Learning Matters.

Lyle,.J. (2004). Sports Coaching Concepts. London: Routledge. Lee,. M.

(1997). Coaching Children in Sport. London: Spon Press

For further information regarding how to reference please follow the link;
http://www.uclan.ac.uk/students/study/wiser/referencing_guides.php

5.3 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

If in doubt about any ethical issues related to their research students should consult a member of the academic teaching team.

5.4 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self- submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.5 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

7.   Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on- going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and   let you know of our plans for improvement. For example, in previous years we have changed the timetable in response to issues raised from feedback from students.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have

particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. There are Student Staff Liaison meetings held twice per year that provide an opportunity for you to make a contribution to the operation of your course through your student reps or at any type you can book an appointment with your course leader to discuss any emerging issues related to the course.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.

- Review of enrolment / induction experience;

- Course organisation and management (from each individual year group, and the course overall);

- Experience of modules - teaching, assessment, feedback;

- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;

- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

As a year cohort you can nominate students to represent you at liaison team meetings who you can provide feedback that will help us make your time on the course more enjoyable and of value. As a course team we will endeavour to feedback to you through appropriate channels.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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.

Sources of information on the programme can be found in Section 17

1.	Awarding Institution / Body	University of Central Lancashire
2.	Teaching Institution and Location of Delivery	University of Central Lancashire Burnley Campus
3.	University School/Centre	School of Sport and Health Sciences
4.	External Accreditation	
5.	Title of Final Award	BA (Hons) Football Coaching and Development
6.	Modes of Attendance offered	Full Time / Part Time / Sandwich
7a)	UCAS Code	
7b)	JACS Code HECOS Code	C610 (50%) / C620 (50%) 100095 (50%) / 100096 (50%)
8.	Relevant Subject Benchmarking Group(s)	Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism – November 2016
9.	Other external influences	Skills Active National Occupational Standards; Employer Consultation – Range of Coaching and Sports Development Partners Sports Coach UK
10.	Date of production/revision of this form	June 2018
11.	Aims of the Programme	

- To enable students to develop key academic skills so that they can gain confidence as learners in a HE context in order to work both independently and as part of a group.
- To produce knowledgeable and skilled graduates in the field of Football Coaching and Development.

• To develop the competencies and capabilities to lead and manage effective football coaching and development environments.
• To equip students with multidisciplinary skills base that can be applied in an interdisciplinary manner in a variety of local, national and international contexts.
• To provide a range of learning experiences, enabling students to become innovative, creative and adaptable graduates.
• To promote an ethos of self-appraisal and personal-development enabling the identification of on-going development needs and strategies for achievement
• To establish and develop the skills, competencies and capabilities that can support the student's personal and professional development.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Describe the roles and responsibilities of a football coach in relation to wider coaching and employment opportunities.

A2. Identify, explain and evaluate the scientific principles and theories that impact upon the football coaching process and the development of talent

A3. Explain how football is delivered and developed in community, school, national and international sport for development settings.

A4. Effectively construct and communicate links between sports development theory and practice in a wide variety of contexts evaluating the impact upon participation and performance.

A5. Critically evaluate the social, political and cultural influences that inform sport and physical activity participation and behaviour in school, community, national and international sport for development contexts.

A6. Critically review, consolidate and extend a systematic and coherent level of knowledge and understanding of the key influences of football and the wider sports coaching development and performance environments which in turn influence coaching practice and coaching philosophies.

A7. Critically examine the football development environment; initiatives, strategies, participants, and programmes in order to apply and communicate marketing techniques, financial and strategic solutions to a range of sport development contexts.

Teaching and Learning Methods

Lectures, practical experience with sports development organisations, practical coaching sessions led by tutors and students, practical coaching experience within sports organisations, guest presenters, workshops, seminars, case studies, self- directed learning and computer mediated communication.

Assessment methods

Essays, reports, factsheets, presentations, multi-media presentations, projects, peer assessments, portfolios, case studies, practical coaching sessions, coaching reports, blogs/vlogs, discussions etc.

B. Subject-specific skills

B1. Identify the characteristics of effective football and sport professionals when considering practical delivery of sport, exercise and physical activity and the specific skills and techniques of a sports coach in a variety of contexts.

B2. Develop the multidisciplinary skills required to identify priorities and be able to plan in a football environment safely and effectively.

B3. Apply a range of theoretical concepts and analytical tools to develop and lead a coherent inter-disciplinary approach to the development of football underpinned by effective coaching practice.

B4. Critically evaluate new concepts, technologies and evidence from a range of sources within the

context of football and the wider sports coaching environment in order to transfer, apply and clearly communicate solutions, arguments and ideas to solve complex problems.

Teaching and Learning Methods

Lectures, practical experience with sports development organisations, practical coaching sessions led by tutors and students, practical coaching experience within sports organisations, guest presenters, workshops, seminars, case studies, self- directed learning and computer mediated communication.

Assessment methods

Essays, reports, factsheets, presentations, multi-media presentations, projects, peer assessments, portfolios, case studies, practical coaching sessions, coaching reports, blogs/vlogs, discussions etc

C. Thinking Skills

C1.	Identify the links between theory and practice in sports coaching in order to develop effective practice.
C2.	Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the football coaching development and performance contexts.
C3.	Effectively communicate information and arguments in a variety of forms based upon the critical evaluation, interpretation and application of primary and secondary data to generate research and entrepreneurial ideas and problem solve within the context of football coaching development and performance.
C4.	Be able to apply and transfer a range of cognitive, technological, entrepreneurial, analytical and problem solving skills to design innovative and bespoke solutions to a range of challenges.

Teaching and Learning Methods

Lectures, practical experience with sports development organisations, practical coaching sessions led by tutors and students, practical coaching experience within sports organisations, guest presenters, workshops, seminars, case studies, self- directed learning and computer mediated communication.

Assessment methods

Essays, reports, factsheets, presentations, multi-media presentations, projects, peer assessments, portfolios, case studies, practical coaching sessions, coaching reports, blogs/vlogs, discussions etc.

D. Other skills relevant to employability and personal development

D1.	Describe the skills relevant to the sector and education within a practical and vocational context and describe the transferrable study skills required for transition into a higher educational setting.
D2.	Identify opportunities and priorities for professional development and apply reflective practices to aid self-development.
D3.	Clearly communicate on-going pedagogical development (coaching competencies, confidence, experimentation, collaborative reflective processes) and personal action planning through the deployment of a range of transferrable and problem solving strategies in the context of football coaching practice.
D4.	Critically reflect on the ability to work independently and within teams to acquire autonomy and responsibility whilst at times working under minimal supervision.

Teaching and Learning Methods

Lectures, practical experience with sports development organisations, practical coaching sessions led by tutors and students, practical coaching experience within sports organisations, guest presenters, workshops, seminars, case studies, self- directed learning and computer mediated communication

Assessment methods

Essays, reports, factsheets, presentations, multi-media presentations, projects, peer assessments, portfolios, case studies, practical coaching sessions, coaching reports, blogs/vlogs, discussions etc.			

13. Programme Structures*				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6		<u>Choose one from TL3172, 3158. XS3900:</u>		**BA (Hons) Football Coaching and Development**
	TL3172	Consultancy Project	40	Requires 360 credits including a minimum of 220 at Level 5 or
	TL3158	Entrepreneurship and Enterprise in Sport, Health and Wellbeing	40	above and 100 at Level 6
	TL3102	Dissertation	40	**BA Football Coaching and Development**
	TL3167	The Critically Reflective Coach (Comp)	40	Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	TL3168	The Performance Environment (Comp)	40	
Level 6	TL3561	Internship	120 notional credits	**BA (Hons) Football Coaching and Development (Sandwich)** Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 along with completion of TL3561 (120 notional credits)
Level 5	TL2095	Research and Enterprise for Sport (Comp)	20	**Diploma of Higher Education in Football Coaching and Development**
	TL2233	The Reflective Coach (Comp)	40	Requires 240 credits including a minimum of 100 at Level 5 or
	TL2098	School and Community Sports Development (Comp)	20	above
	TL2096	Performance Enhancement for Sport (Comp)	20	
	TL2162	Applied Technology in Sport (Comp)	20	

Level 4	TL1110	Coaching Toolkit (Comp)	40	**Certificate of Higher Education**
	TL1111	Improving Performance (Comp	40	Requires 120 credits at Level 4 or
	TL1112	The Development Environment (Comp)	40	above
Level 3	HUC610	Essential Study Skills for Higher Education (Comp)	40	Successful completion of 120 credits on this Foundation year programme guarantees progression to the first year of BA (Hons) Football Coaching and Development at Burnley Campus
	HUC111	Developing Essential Knowledge and Skills for Higher Education (Comp)	20	
	HUC112		20	
	HUC115	Informed Decision Making (Comp)	20	
	HUC114	Learning by Experience (Comp)	20	
		Target Award Extended Study (Comp)		

15. Personal Development Planning

Personal development planning is an integral part of the programme from Level 3 to Level 6. At Level 3 students are helped with transitioning to higher education and developing those necessary 'softer skills'. At level 4 PDP is integrated into compulsory modules. At level 5, student's personal academic development is developed alongside research skills and enterprise. At Level 6, PDP is integrated into independent study modules. At each stage, students will be allocated a personal academic mentor that will support their personal development throughout the programme. The programme will be structured through timetabling to provide an opportunity for peer support. Students will also be given the opportunity, and encouraged to engage in vocationally relevant qualifications. Work-based elements are embedded specifically at level 5 and 6 which allow the student to reflect on their vocational development.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

Applicants for the Foundation Entry Route must have the minimum UCAS tariff of 64 points and 5 GCSE grades at C and above (or equivalent) including English and Mathematics. Applications from individuals with non-standard qualifications or relevant work/life experience and who aspire for professional careers in sports coaching but lack the requisite academic qualifications are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited for interview.

Applicants for year 1 of the undergraduate (Level 4) programme must have the minimum UCAS tariff of 112 points from at least 2 A2 subjects or equivalent and 5 GCSE grades at C (or equivalent) and above including English and Mathematics.

Direct entry applicants to the final year (Level 6) must possess a Higher National Diploma or Foundation Degree in Sports Coaching or related subject. Non-standard applications are considered on an individual basis and applicants may be interviewed.

Students for whom English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.0 or above with no component score below 5.5 or equivalent.

17. Key sources of information about the programme
• University website:
• Factsheet.
• University Prospectus
• UCLan sport applicant days and Open days

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding							Subject-specific Skills				Thinking Skills				Employability and personal development			
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	TL3167	The Critically Reflective Coach	Comp				x		x				x		x					x	x	x
	TL3168	The Performance Environment	Comp		x		x	x	x	x		x	x	x		x	x	x			x	x
	TL3172	Consultancy Project	O				x	X	x	x			x			x	x	x				x
	TL3158	Entrepreneurship and Enterprise in Sport, Health and Wellbeing	O						x	x			x			x	x	x				x
	TL3102	Dissertation	O				x	x	x	x			x			x	x	x				x
LEVEL 5	TL2095	Research and Enterprise for Sport	Comp										x				x					
	TL2233	The Reflective Coach	Comp			x			x				X		x						x	
	TL2098	School and Community Sports Development	Comp			x	x	X					x									
	TL2162	Applied Technology in Sport	Comp				x					x				x		x				
	TL2096	Performance Enhancement for Sport	Comp		x		x					x	x			x	x					x
LEVEL 4	TL1110	Coaching Toolkit	Comp	x	X						x	x	x			x					x	x
	TL1111	Improving Performance	Comp	x	X						X	x	x			x						x
	TL1112	The Development Environment	Comp			x						x				x				x	x	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning Outcomes for the Award of: BA Football Coaching and Development

A1   Describe the roles and responsibilities of a football coach in relation to wider coaching and employment opportunities.

A2.   Identify, explain and evaluate the scientific principles and theories that impact upon the football coaching process and the development of talent

A3.   Explain how football is delivered and developed in community, school, national and international sport for development settings.

A4.   Effectively construct and communicate links between sports development theory and practice in a wide variety of contexts evaluating the impact of participation and performance.

A5.   Critically evaluate the social and political contexts and cultural influences that inform sport and physical activity participation and behaviour in school, community and international sport for development contexts.

A6.   Critically review, consolidate and extend a systematic and coherent level of knowledge and understanding of the key influences of football and the wider sports coaching development and performance environments which in turn influence coaching practice and coaching philosophies.

A7.   Critically examine the football development environment; initiatives, strategies, participants, and programmes in order to apply and communicate marketing techniques, financial and strategic solutions to a range of sport development contexts.

B1.   Develop the multidisciplinary skills required to develop priorities and be able to plan in a football environment safely and effectively.

B2.   Develop the multidisciplinary skills required to develop priorities and be able to plan in a football environment safely and effectively.

B3.   Apply a range of theoretical concepts and analytical tools to develop and lead a coherent inter-disciplinary approach to the development of football underpinned by effective coaching practice.

B4.   Critically evaluate new concepts, technologies and evidence from a range of sources within the context of football and the wider sports coaching environment in order to transfer, apply and clearly communicate solutions, arguments and ideas to solve complex problems.

C2.   Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the football coaching development and performance contexts

C3.   Effectively communicate information and arguments in a variety of forms based upon the critical evaluation, interpretation and application of primary and secondary data to generate research and entrepreneurial ideas and problem solve within the context of football coaching development and performance

D2.   Identify opportunities and priorities for professional development and explore reflective practices to aid self-development.

D3.   Clearly communicate on-going pedagogical development (coaching competencies, confidence, experimentation, collaborative reflective processes) and personal action planning through the deployment of a range of transferrable and problem solving strategies in the context of football

coaching practice.

D4. Critically reflect on personal performance within teams and independently in order to acquire autonomy and responsibility in the development of projects whilst at times working under minimal supervision

Learning outcomes for the award of: _Diploma of Higher Education in Football Coaching and Development:

A2. Identify, explain and evaluate the scientific principles and theories that impact upon the football coaching process and the development of talent

A3. Explain how football is delivered and developed in community, school, national and international sport for development settings.

A4. Effectively construct and communicate links between sports development theory and practice in a wide variety of contexts evaluating the impact of participation and performance.

A5. Critically evaluate the social and political contexts and cultural influences that inform sport and physical activity participation and behaviour in school, community and international sport for development contexts.

B2. Develop the multidisciplinary skills required to develop priorities and be able to plan in a football environment safely and effectively.

B3. Apply a range of theoretical concepts and analytical tools to develop and lead a coherent inter-disciplinary approach to the development of football underpinned by effective coaching practice.

B4. Critically evaluate new concepts, technologies and evidence from a range of sources within the context of football and the wider sports coaching environment in order to transfer, apply and clearly communicate solutions, arguments and ideas to solve complex problems.

C2. Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the football coaching development and performance contexts

C3. Effectively communicate information and arguments in a variety of forms based upon the critical evaluation, interpretation and application of primary and secondary data to generate research and entrepreneurial ideas and problem solve within the context of football coaching development and performance

D2. Identify opportunities and priorities for professional development and explore reflective practices to aid self-development.

D3. Clearly communicate on-going pedagogical development (coaching competencies, confidence, experimentation, collaborative reflective processes) and personal action planning through the deployment of a range of transferrable and problem solving strategies in the context of football coaching practice.

D4. Critically reflect on personal performance within teams and independently in order to acquire autonomy and responsibility in the development of projects whilst at times working under minimal supervision

Learning outcomes for the award of: Certificate of Higher Education

A1 Describe the roles and responsibilities of a football coach in relation to wider coaching and employment opportunities.

A2. Identify, explain and evaluate the scientific principles and theories that impact upon the football coaching process and the development of talent

A3. Explain how football is delivered and developed in community, school, national and International sport for development settings.

B1. Develop the multidisciplinary skills required to develop priorities and be able to plan in a football

environment safely and effectively.

C2.   Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the football coaching development and performance contexts.

D2.   Identify opportunities and priorities for professional development and explore reflective practices to aid self-development.