

Course Handbook 2018/19

BA (Hons) Sports Coaching and Development
Course Leader: Clint Godfrey



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.

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COURSE SUBJECT TO CHANGE

The BA (Hons) Sports Coaching and Development* is subject to formal course review and reapproval by the University in March 2017 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider.

The expected timetable for completion of this reapproval process is August 2017.

*subject to reapproval

1. Welcome to the course

I would like to welcome you to the School of Sport and Wellbeing and the Division of Sport Coaching and Development. More significantly, welcome to BA (Hons) Sports 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 degrees are dynamic courses that examine a range of contemporary issues relating to the planning, programming and delivery of sport, physical activity and enterprise provision. Throughout these courses, emphasis is placed on developing a range of professional and academic skills and knowledge that are essential for a career in the sports development industry. In addition, emphasis is also placed on supplementing this knowledge with practical experiences in both the academic and work-based environments. Hopefully you will be proactive in your studies and you will gain a challenging and engaging experience with an opportunity to acquire substantial valuable work experience, which 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 and Development 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.

Clint Godfrey, Telephone: 01772 895899

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Email: CGodfrey.1@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

The philosophy of the course is to provide an intellectually challenging programme of study. The module content has been designed to provide a high quality education for those students aspiring to work in the field of sports coaching and development. After the success of the recent Olympic and Paralympic cycles and major championships means that sport is well placed to argue its case for increased revenues with its ability to serve as a conduit to improving health, developing safer communities and neighbourhood renewal. The approach that the Government is taking is to reduce the input from central public bodies and to create more of a market environment. This will see schools utilising private sports companies to deliver their provision. Never has there been a better time to capitalise on this in this private sector.

Traditional public sector roles in sports development are still evident and it is still very possible to have a rich and rewarding career in this industry. However, there is no disguising the recent cuts to public sector expenditure, the reduction of traditional sports development units and the fact that sports development professionals are now developing their own sports enterprises to fill the gaps left by the public sector cuts or working for a range of community organisations, health organisations, regeneration organisations and coaching organisations who use sport as a tool for social welfare.

According to the Quality Assurance Agency for HE the labour market requires graduates with enhanced skills who can think on their feet and be innovative in a global economic environment. There is an acknowledged need, as well as a political imperative, for an infrastructure in HE that supports and enhances enterprise development across the curriculum. This course responds to these changing needs and is intended to develop global graduates that can lead change and develop new sporting initiatives.

The course embraces both the vocational and academic aspects of sports coaching and sports development with optional modules which allow you to incorporate enterprise into your programme. It is designed to give you a firm understanding of the issues that affect coaching, development and enterprise, such as partnership working, strategic planning, coaching pedagogy, funding for sports development, and leadership in sport. It should be regarded as vocationally relevant as opposed to purely vocational or academic. The object is to equip you with the skills, knowledge and understanding necessary to function in contemporary sports coaching and development environments. Additionally, a number of transferable skills are developed during the course. These include presentation and leadership skills, communication, academic writing and time management; each of these skills is essential in developing the knowledge and experiences necessary for the contemporary sports industry.

Aims

- To provide an intellectually stimulating and vocationally relevant programme that will enable students to gain skills, knowledge and experience that will prepare them for employment within the sports coaching and sports development industry and beyond.
- To develop the competencies, capabilities, skills and knowledge to enable students to lead and manage effective sports coaching and sports development environments in an innovative and creative manner
- To promote an ethos of critical self-reflection and self-development enabling the identification of on-going development needs and strategies for achievement
- To develop skilled graduates with transferable and multidisciplinary skills that are appropriate and valued in the local, regional, national and international sports coaching and sports development industry.

Learning Outcomes:

A1. Identify, explain and evaluate the scientific principles and theories that impact upon the sports coaching process.

- A2. Develop a critical understanding of how monitoring, analysis and diagnosis of performance can be used develop an inter-disciplinary approach to the sports coaching process.
- A3. Display a critical appreciation of the pedagogical variables and practices that impact upon learning in a range of sports coaching contexts.
- A4. Demonstrate a working knowledge of the key agencies and the political agenda that has shaped the delivery of sport and physical activity in the UK and in international contexts.
- A5. Examine the socio-cultural influences that inform sport and physical activity participation behaviour.
- A6. Critically assess the creation, development and sustainability of networks and pathways which encompass player, coach, volunteer, club and community development.
- A7. Analyse and critically appraise management concepts and issues applied to the sports industry.
- A8. Plan, design and execute research which demonstrates evidence of critical engagement with, and interpretation, of appropriate data in the sports coaching and development sector.
- B1. Recognise and respond to moral, ethical, sustainable and safety issues as it relates to the sports coaching environment
- B2. Apply a range of theoretical concepts to develop and lead a coherent inter-disciplinary approach to the sports coaching process and development of sport and physical activity
- B3. Work in dependently or as part of a wider team to support the sports coaching process and the development of sport and physical activity
- B4. Critically appraise and apply multi-disciplinary management skills to assist in the facilitation, co-ordination and management of opportunities for sport and physical activity.
- C1. Critically analyse, evaluate and interpret a wide range of theoretical and research data and its application to the sports coaching and sports development context
- C2. Display analytical, problem solving and reasoning skills in an academic and vocational context.
- C3. Explain and appraise information using appropriate theories, principles, paradigms and concepts
- D1. Implement self-determined action planning through self-reflection and awareness for future progression
- D2. Critically analyse and develop the skills necessary for both autonomous practice and team working
- D3. Identify and develop a range of entrepreneurial skills that can be utilized across a range of contexts
- D4. Develop the skills and competencies in a work based environment to make an effective contribution in appropriate sport, education or leisure context

1.2 Course Team

Leona Trimble, Principle Lecturer and Division Leader	Greenbank 148 ☐ 01772 894908 ☐ ltrimble@uclan.ac.uk
Bryan Jones, Principal Lecturer	Greenbank 147 ☐ 01772 894918 ☐ bjones1@uclan.ac.uk
Cliff Olsson, Senior Lecturer and Course Leader for BA (Hons) Sports Coaching	Greenbank 152 ☐ 01772 894690 ☐ colsson@uclan.ac.uk
Clint Godfrey, Senior Lecturer and Course Leader for BA (Hons) Sports Coaching & Development and BA (Hons) Sport (Coaching & Development)	Greenbank 144 ☐ 01772 895899 ☐ cgodfrey1@uclan.ac.uk
Dr Clive Palmer, Senior Lecturer	Greenbank 152 ☐ 01772 895710 ☐ capalmer@uclan.ac.uk
Dr Craig Wright, Senior Lecturer and Course Leader MA Sports Coaching	Greenbank 132 ☐ 01772 894924 ☐ cmwright1@uclan.ac.uk
Andy Procter, Senior Lecturer and Course Leader for BA (Hons) Sport (Coaching) Burnley and Blended	Greenbank 132 ☐ 01772 895718 ☐ adproctor@uclan.ac.uk
Dr John Stoszowski, Lecturer	Greenbank 144 ☐ 01772 895702 ☐ jrstoszowski@uclan.ac.uk
Stuart Wilkinson, Associate Lecturer and Course Leader for BA (Hons) Sport (Coaching) Preston	Greenbank 142 ☐ 01772 895487 ☐ SGWilkinson@uclan.ac.uk
Sean Burgess, Lecturer	Greenbank 132 ☐ 01772 895898 ☐ ssburgess@uclan.ac.uk
Robin Taylor, Associate Lecturer	Greenbank 152 ☐ 01772 895713 ☐ RDTaylor2@uclan.ac.uk
Matthew Crowther, Associate Lecturer	Greenbank 152 ☐ 01772 894903 ☐ MCrowther1@uclan.ac.uk
Craig Lawlor, Demonstrator	Greenbank 274 ☐ CLawlor1@uclan.ac.uk

1.3 Expertise of staff

The dedicated staff contribute a range of expertise in vocational practice including volunteering, sports development, 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 education of academy footballers, health strategy development and implementation 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 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, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Your hub is:

Greenbank Building

Sport and Wellbeing

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, Academy of Sport and Physical Activity, Sheffield Hallam University.



2. Structure of the course

2.1 Overall structure

For those entering at foundation year you must complete 6 modules across the year; 3 modules in semester 1 and 3 modules in semester 2. The foundation year is designed to develop your personal and academic skills in order to prepare you for progression onto the degree programme. The three-year programme consists of a number of modules that make up your course. To graduate with honours, you will need to accrue 120 credits per year totalling 360 credits over the three years. Most

modules have a credit rating of 20. Some independent modules at year three have a credit rating of 40. 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 which is normally 6 modules. 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.



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	VOC102	Volunteer and Safety Management
Foundation Year	TLC112	Fundamentals of Sports Delivery
Foundation Year	TLC108	Professional Work Environments for Sport
Foundation Year	TLC111	The Sporting Landscape
Foundation Year	TLC115	Planning and Evaluating a Sports Event
Foundation Year	TLC107	Essential Literature for Sport
Year 1	TL1034	Sport and Society
Year 1	TL1035	Sporting Infrastructure
Year 1	TL1094	Professional Academic Development and Research Skills I
Year 1	TL1039	Club and Volunteer Development
Year 1	TL1099	Principles and Practice of Sports Coaching

Year 2	TL2129	Professional Academic Development and Research Skills II
Year 2	TL2132	Coaching Toolkit
Year 2	TL2233	The Reflective Coach
Year 2	TL2131	Sports Development in Action
Year 2	TL2116	Funding and Marketing for Sports Development
Year 3	TL3090	Sports Development Strategy and Policy
Year 3	TL3143	Professional Academic Development and Research Skills III
Year 3	TL3144	Coaching Performance and Development
Year 3	TL3910 TL3104 TL3138 TL3102	Research Project Consultancy Project Enterprise for Sport Dissertation

Optional Modules

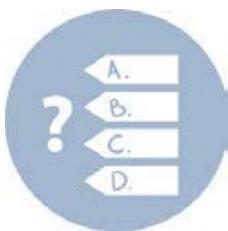
In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level. Please note that not all option modules may run in any one year and will definitely not run if undersubscribed. To register for modules or make changes to module registrations, you should fill in a Module Change Form. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form.

It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan. It is your responsibility to ensure that all details are correct and up-to-date! If you wish to choose a language as one of your options you will need to go through the Elective Catalogue and ensure the details of the module are submitted on the option registration form when making your option choices. You can access the elective catalogue and register for an elective at the beginning of the academic term from here [Electives Catalogue](#)

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Year 1	TL1097	Coaching Pedagogy
Year 1	TL1017	Event Management and Planning
Year 1	AL ****	Language
Year 2	TL2121	Managing Sports Events
Year 2	TL2197	Enterprise Ops and Management
Year 2	TL2105	Sport and International Development
Year 2	TL2072	Talent Pathways
Year 2	TL2110	Work and Learn
Year 2	AL ****	Language
Year 3	TL3082	Sport and Leisure Events
Year 3	TL3114	Work Based Learning
Year 3	TL3072	Community Sports Development
Year 3	TL3073	Coaching Specific Populations

Year 3	TL3079	Equity and Inclusion in Sport
Year 3	TL3145	Elite Coaching Practice



2.3 Course requirements

Students must pass each level (120 credits) in order to progress.

2.3 Progression Information

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.

2.4 Study Time

2.4.1 Weekly timetable

Your timetable will be available online via:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.4.2 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

2.4.3 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: Greenbankhub@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 Sports 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 practicals. 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 Professional Academic Development and Research Skills strand (PADAR). This strand runs through all three years of the Sports Coaching and Development 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>



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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, Tourism and The Outdoors where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the Senior Information Officer for **sport which is Michael Hargreaves** MHargreaves@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. Through PADAR you will have the opportunity to develop the skills and experience to ensure you navigate yourself through your degree successfully and by the final year you can identify and develop a strategy to secure employment.



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 Pebblepad, 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

Daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

<http://www.uclan.ac.uk/students/careers/index.php>

The Sports 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 Sports Coaching and Development. 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

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, Lancashire Sport and Preston City Council 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 BA (Hons) in Sports Coaching and Development programme has been designed to reflect current industry standards. Our course is aligned with Skills Active's National Occupational Standards and their endorsement initiative. It has also been designed to reflect the Quality Assurance Agency's enterprise and entrepreneurship education guidance for UK higher education providers.

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 globally and within the course we will provide you with International opportunities. Within your curriculum you may experience working with students from different countries, and modules that will challenge you to experience cultural differences around the world. Other areas may include

- Exchange programmes
- Study trips
- Internships

Within the last academic year 170 students engaged in a global learning experience and gained invaluable experience in the 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

3.6.5 UCLanSport for Development

We take for granted the opportunity to play and study sport, however there are many young people across the globe that live in disadvantaged communities who do not either have the time, money, resources or facilities to play. For a number of years, UCLan students have worked alongside international aid agencies to support those less fortunately to raise money and heighten the profile of sport for development. In the last two years students have raised over £10,000 that have supported various sports based projects in Africa. Working through our partners Right TO Play and Sport in Action.



Born out of the 1994 Lillehammer Olympic legacy programme, Right To Play is an international humanitarian organisation that uses sport and play programs to improve health, develop life skills and foster peace for children and communities in some of the most disadvantaged areas of the world. As the adopted course charity, Right To Play will provide an opportunity for you as undergraduates on a sports programme to recognise and support those around the world who have not the same opportunities as you to play sport.

4. Student Support

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

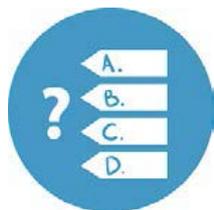
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for the School is: Nick Passenger

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 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.

Please note that there are a number of modules have a minimum attendance requirement of 80% and you may not be allowed to pass the module without the attendance module being achieved

5.2 Notification of assignments and examination arrangements

All coursework must be submitted with a School of Sport and Wellbeing 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

5.3 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

5.4 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.

5.5 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.

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 simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or

2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**

2. The APM is no lower than 2 percentage points below that required for the higher classification.'

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 time 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
3. University School/Centre	School of Sport, Tourism and The Outdoors
4. External Accreditation	
5. Title of Final Award	BA (Hons) Sports Coaching and Development
6. Modes of Attendance offered	3 Years Full Time and 4 Year Sandwich
7. UCAS Code	CL65
8. Relevant Subject Benchmarking Group(s)	QAA Unit 25
9. Other external influences	Skills Active National Occupational Standards Employer Consultation – Range of Sports Development Partners including Preston City Council and Lancashire Sport
10. Date of production/revision of this form	July 2014
11. Aims of the Programme	
	<ul style="list-style-type: none">• To provide an intellectually stimulating and vocationally relevant programme that will enable students to gain skills, knowledge and experience that will prepare them for employment within the sports coaching and sports development industry and beyond.• To develop the competencies, capabilities, skills and knowledge to enable students to lead and manage effective sports coaching and sports development environments in an innovative and creative manner• To promote an ethos of critical self-reflection and self-development enabling the identification of on-going development needs and strategies for achievement

- **To develop skilled graduates with transferable and multidisciplinary skills that are appropriate and valued in the local, regional, national and international sports coaching and sports development industry.**

1. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Identify, explain and evaluate the scientific principles and theories that impact upon the sports coaching process.

A2. Develop a critical understanding of how monitoring, analysis and diagnosis of performance can be used to develop an inter-disciplinary approach to the sports coaching process.

A3. Display a critical appreciation of the pedagogical variables and practices that impact upon learning in a range of sports coaching contexts.

A4. Demonstrate a working knowledge of the key agencies and the political agenda that has shaped the delivery of sport and physical activity in the UK and in international contexts.

A5. Examine the socio-cultural influences that inform sport and physical activity participation behaviour.

A6. Critically assess the creation, development and sustainability of networks and pathways which encompass player, coach, volunteer, club and community development.

A7. Analyse and critically appraise management concepts and issues applied to the sports industry.

A8. Plan, design and execute research which demonstrates evidence of critical engagement with, and interpretation, of appropriate data in the sports coaching and development sector.

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

Assessment methods

Essays, reports, examinations, in-class tests, factsheets, posters, presentations, multi-media presentations, projects, peer assessments, portfolio, case studies, practical coaching sessions, coaching reports

B. Subject-specific skills

B1. Recognise and respond to moral, ethical, sustainable and safety issues as it relates to the sports coaching environment

B2. Apply a range of theoretical concepts to develop and lead a coherent inter-disciplinary approach to the sports coaching process and development of sport and physical activity

B3. Work independently or as part of a wider team to support the sports coaching process and the development of sport and physical activity

B4. Critically appraise and apply multi-disciplinary management skills to assist in the facilitation, co-ordination and management of opportunities for sport and physical activity.

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

Assessment methods

Essays, reports, examinations, in-class tests, factsheets, posters, presentations, multi-media presentations, projects, peer assessments, portfolio, case studies, practical coaching sessions, coaching reports

C. Thinking Skills

C1. Critically analyse, evaluate and interpret a wide range of theoretical and research data and its application to the sports coaching and sports development context

C2. Display analytical, problem solving and reasoning skills in an academic and vocational context.

C3. Explain and appraise information using appropriate theories, principles, paradigms and concepts

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

Assessment methods

Essays, reports, examinations, in-class tests, factsheets, posters, presentations, multi-media presentations, projects, peer assessments, portfolio, case studies, practical coaching sessions, coaching reports

D. Other skills relevant to employability and personal development

D1. Implement self-determined action planning through self-reflection and awareness for future progression

D2. Critically analyse and develop the skills necessary for both autonomous practice and team working

D3. Identify and develop a range of entrepreneurial skills that can be utilized across a range of contexts

D4. Develop the skills and competencies in a work based environment to make an effective contribution in appropriate sport, education or leisure context

Teaching and Learning Methods

Lectures, seminars, workshops, and personal tutorials, presentations, placements, self-analysis and evaluation.

Assessment methods

Portfolio construction, presentations, article reviews, projects, personal development plan.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	TL3090	Sports Development Strategy and Policy (Comp)	20	BA (Hons) Sports Coaching and Development Requires 360 credits including a minimum of 100 at Level 6.
	TL3144	Coaching Performance and Development (Comp)	20	
		Professional Academic Development and Research Skills III (Comp)	20	
	TL3143	Choose one (Comp)		
	TL3104	Consultancy Project (O)		
	XS3910	Research Project		
	TL3138	Enterprise for SSTO		
	TL3???	Enterprise Development & Implementation	20	
	TL3102	Dissertation	20	
			20	
		Then choose from:	40	
	TL3082	Sport and Leisure Events (O)		
	TL3145	Elite Coaching Practice (O)	40	
	TL3073	Coaching Process for Specific Populations (O)		
	TL3114	Industry Based Experience (O)	20	
	TL3079	Equity and Inclusion in Sport (O)	20	
	TL3072	Community Sports Development (O)		
		Internship (O)	20	
		20		
		20		
		20		

Level 6			180 notional	A (Hons) Sports Coaching and Development (sandwich)
Level 5	TL2131	Sports Development in Action (Comp)	20	Diploma of Higher Education Requires 240 credits including a minimum of 100 at Level.
	TL2129	Professional Academic Development & Research Skills II (Comp)	20	
	TL2116	Funding and marketing for Sports development (Comp)	20	
	TL2233	The Reflective Coach (Comp)	20	
	TL2132	Coaching Toolkit (Comp)	20	
		Then choose from:	20	
			20	
	TL2121	Managing Sports Events	20	
	TL2072	Talent Pathways	20	
	TL2105	Sport & International Development	20	
	TL2110	Enterprise Operations & Management	20	
	TL2197		20	
	TL2110	Work and Learn		
	ALxxx	Language		
Level 4	TL1035	The Sporting Infrastructure (Comp)	20	Certificate of Higher Education Requires 120 credits at Level 4.
	TL1034	Sport in Society (Comp)		
	TL1039	Club and Volunteer (Comp) Development	20	
			20	
	TL1094	Professional Academic Development & Research Skills I (Comp)		
	TL1099		20	
		Principles and practice of Sports Coaching (Comp)		
	TL1017	Choose from:	20	
		Coaching Pedagogy	20	
	TL1014	Event Management & Planning	20	
	AL****	Language	20	

15. Personal Development Planning

Certain modules within the programme relate to personal development planning. These are Professional Academic Development and Research Skills I, II and III. Also, the University offers the students a personal tutor system to monitor the student's progress. Students will also be given the opportunity, and encouraged to engage in vocationally relevant qualifications. Work-based elements are embedded throughout a range of modules, which allow the student to reflect on their vocational development.

16. Admissions criteria

Successful applicants must possess CCC - BCC at A2, MMM - DMM at QCFBED. DD - D*D* at QCFBD. Access to Higher Education 30 level credits at Merit. 24 - 25 Points in IB. 5 GCSEs at grade C including Maths and English. Applications from individuals with non-standard qualifications, industry professional qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and considered on an individual basis. Students where 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 or equivalent.

17. Key sources of information about the programme

- University website (www.uclan.ac.uk)
- Factsheet
- University Prospectus
- UCLansport applicant days and Open days

18. Curriculum Skills Map

				Programme Learning Outcomes																	
Level	Module Code	Module Title	Comp (C) or Option (O)	Knowledge and understanding								Subject specific				Thinking			Employability/personal development		

				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
--	--	--	--	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

LEVEL 6	TL309 0	Sports Development Strategy and Policy	C				✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	TL314 4	Coaching Performance and Development	C	✓	✓	✓			✓		✓	✓	✓	✓				✓		
	TL314 3	Professional Academic Development & Research Skills III	C							✓	✓			✓	✓	✓	✓	✓	✓	✓
	TL310 4	Consultancy	O						✓					✓	✓	✓		✓		✓
	XS391 0	Single Research Project	O						✓					✓	✓	✓		✓		
	TL310 2	Dissertation	O						✓					✓	✓	✓		✓		
	TL313 8	Enterprise for SSTO	O						✓	✓				✓	✓	✓		✓	✓	
	TL3?? ?	Enterprise Development & Implementation	O						✓					✓	✓	✓		✓	✓	
	TL307 3	Coaching for Specific Populations	O			✓		✓			✓	✓		✓				✓		
	TL314 5	Elite Coaching Practice	O	✓	✓	✓			✓		✓			✓						
	TL307 2	Community Sport Development	O		✓		✓		✓		✓	✓	✓	✓				✓		✓

	TL307 9	Sports Equity and Inclusion	O				✓	✓			✓	✓		✓	✓	✓					✓	
	TL308 2	Sport and Leisure Events	O						✓		✓		✓	✓	✓			✓	✓	✓	✓	
	TL311 4	Industry Based Experience	O		✓						✓			✓			✓		✓	✓	✓	
	TL310 1	Internship	O		✓	✓					✓			✓			✓		✓	✓	✓	
LEVEL 5	TL212 9	Professional Academic Development & Research Skills II	C	✓							✓					✓		✓	✓			
	TL223 3	The Reflective Coach	C		✓						✓					✓		✓	✓		✓	
	TL213 2	Coaching Toolkit	C	✓	✓	✓	✓			✓			✓			✓						
	TL211 6	Funding and Marketing for Sports Development	C					✓	✓	✓			✓	✓		✓				✓	✓	
	TL213 1	Sports Development in Action	C		✓		✓	✓	✓			✓		✓	✓		✓					✓
	TL210 5	Sport and International Development	O		✓		✓	✓	✓			✓			✓		✓					✓
	TL207 2	Talent Pathways	O		✓	✓	✓		✓							✓						

	TL212 1	Managing Sports Events	O							✓		✓		✓	✓		✓		✓	✓
	TL219 7	Enterprise Operations and Management				✓				✓		✓	✓		✓				✓	
	TL211 0	Work and Learn	O								✓				✓				✓	✓
	AL****	Languages	O				✓								✓					
LEVEL 4	TL109 9	Principles and Practices of Sports Coaching	C	✓		✓							✓							
	TL103 5	Sporting Infrastructure	C		✓		✓		✓							✓				
	TL103 4	Sport & Society	C					✓			✓					✓				
	TL109 4	Professional Academic Development & Research Skills I	C	✓											✓				✓	
	TL103 9	Club and Volunteer Development	C				✓		✓			✓	✓			✓				✓
	TL109 7	Coaching Pedagogy			✓	✓					✓		✓			✓				
	TL101 7	Event Management and Planning	O						✓		✓		✓	✓		✓				✓
	AL****	Languages	O					✓								✓				

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 taking full advantage of the learning opportunities that are provided.

2. Awarding Institution / Body	University of Central Lancashire
3. Teaching Institution and Location of Delivery	UCLan, Preston
4. University School/Centre	School of Sport, Tourism and The Outdoors
5. External Accreditation	None
6. Title of Final Award	BA (Hons) Sports Leadership (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course
7. Modes of Attendance offered	Full Time/Part Time
8. UCAS Code	TBC
9. Relevant Subject Benchmarking Group(s)	QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism
10. Other external influences	QAA Academic Codes of Practice,
11. Date of production/revision of this form	July 2015

12. Aims of the Programme

- To enable students to develop key academic skills so that they can gain confidence as learners in an HE context in order to work both independently and as part of a group.
- To equip students with the key subject-specific knowledge, understanding and skills to enable them to successfully progress onto an appropriate undergraduate programme of study.
- To enable students to build an awareness of personal development needs and potential career pathways and to develop their transferrable skills

13. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. The sports delivery principles required for study of sport coaching, business management, outdoors, development and studies at degree level.

A2. Select and collate information from a wide range of sources to analyse the sporting environment

A3. Basic skills in information technology allied to practical assessment when analysing the sporting environment

A4. Communication of information using written, oral and visual techniques.

Teaching and Learning Methods

Core knowledge acquisition occurs principally through tutor-led lectures (teaching) and directed study of textbooks and electronic resources. This is followed up by student led learning activity using text (books and e-resources), media (software, video, technical articles) and practical sessions.

The understanding comes by way of application. This is aided by tutorials/workshops, fieldtrips/ practical. The use of independent study to consolidate understanding is encouraged through research based tasks built into assignments.

The Teaching and Learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.

Assessment methods

Assessment is through examination of key facts using a variety of methods. These may include formal examinations, or 'phase tests' during the year, focussing on a limited range of material. Written work will form the majority of the assessment process, including essays, lab reports and portfolios. Presentations and posters will also be used. Formative assessment is promoted within the programme to promote achievement. This is a structured application of knowledge derived from the tutor-led and individual student activities. The grades achieved are according to the Principles of Assessment, and results moderated by peer lecturers. Consideration of results at Module and Course Assessment Boards lead to recommendations for student Progression or Awards.

B. Subject-specific skills

B1. Apply sports delivery principles to the analysis of problems.

B2. Make effective use of information technology tools for presentation and analysis of findings.

B3. Demonstrate a logical approach to problem solving and basic research questions.

Teaching and Learning Methods

A combination of tutorials/workshops, practical work and laboratory experiments are used to bolster the subject-specific skill development. For all coursework, timely feedback is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. This is allied to formative feedback for certain elements of work. Greater emphasis is placed on independent learning in the second semester of the course.

Assessment methods

As mentioned previously, a combination of written work, lab/practical reports and examinations are used to assess individual achievement. This is supplemented, where appropriate, with group based work, including posters and presentations.

C. Thinking Skills

- C1. Select and interpret information from relevant sources
- C2. Use information in order to be able to draw inferences, make decisions and reach conclusions
- C3. Recognise and apply the appropriate concepts and techniques to the solution of problems.
- C4. Clarify, explain and summarize ideas.

Teaching and Learning Methods

General intellectual skills are developed through the teaching and learning programme as outlined above. These include traditional lead lecture, allied workshops and seminars, practical and laboratory sessions and some field-based work. Specialist facilities are used to support student learning, such as laboratories and sports holdings.

Applied numeracy and literacy skills are developed by tutorial support, with an increasing emphasis on independent study as the year progresses. Research skills (C3) are developed by applying them to specific tasks and practical exercises. An appreciation of the wider context of sports delivery (C4) is developed through directed research, seminars and assignment work.

Formative and evaluative feedback is used as an essential part of the learning process.

Assessment methods

Formative feedback through the process of in-class interaction is valued in the development of the above intellectual skills. The skills outlined above are assessed through a combination of written, visual and oral assessments such as essays/reports, negotiated group assignments, presentations, examinations and practical portfolios.

D. Other skills relevant to employability and personal development

- D1. Coherent, effective communication using written, visual and oral means.
- D2. Work effectively both independently and in teams to achieve assigned objectives.
- D3. Identify existing skills and recognize needs for further development
- D4. Devise a personal development plan based on existing skills and knowledge of progression and career pathways

Teaching and Learning Methods

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development. One-to-one tutorials with a Personal Tutor will also be invaluable in the development process.

Assessment methods

A range of assessments will be employed throughout the programme in order to assess communication skills in written (essays/reports, blogs/wikis, practical portfolio, examinations), visual (posters/presentations) and oral (presentations) forms. The majority of assessments will be individual, but group work is included in the professional case study module. Skills D3 and D4 will mainly be assessed through a portfolio and action plan.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 3 (FE)	TLC107	Essential Literature for Sport, Tourism and The Outdoors (C)	20	Requires completion of 120 credits at Level 3. Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades
	TLC115	Planning and Evaluating a Sports Event (C)	20	
	TLC108	Professional Work Environments in Sport, Tourism and The Outdoors (C)	20	
	TLC112	Fundamentals of Sports Delivery (C)	20	
	VOC 102	Volunteering and Safety Management <u>Sport Coaching / Sport Coaching and Development Pathway</u>	20	
	TLC111	The Sporting Landscape (C) <u>Sport Studies Pathway</u> Introduction to Sport Studies (C)	20	

	TLC116	<u>Sport Business Management Pathway</u> Fundamentals of Sports Business Management (C)	20	
	TLC117	<u>Adventure Sports Coaching / Outdoor Leadership Pathway</u> Introduction to Outdoor Leadership and Adventure Sports Coaching (C)	20	
	TLC118		20	

Successful completion of this programme provides specific progression onto Year 1 of one of the following degree courses within the School of Sport, Tourism and The Outdoors at the University of Central Lancashire:

BA (Hons) Sports Coaching and Development

BA (Hons) Sports Coaching

BA (Hons) Sports Studies

BA (Hons) Adventure Sports Coaching

BA(Hons) Outdoor Leadership

BSc (Hons) Sport Business Management

Additionally, successful completion of this programme can, on a case-by-case basis dependent upon extra-curricular activity and prior relevant experience, lead to consideration for progression onto Year 1 of other appropriate degree courses within the School of Sport, Tourism and The Outdoors.

15. Personal Development Planning

Opportunities to develop academic, subject specific and transferrable skill will be presented across the programme. The specific course modules will provide opportunities to help students develop an awareness of career pathways. Students will also have one-to-one development sessions with their personal tutor.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants would normally be expected to have a minimum of 160 UCAs points or equivalent with a minimum proficiency in English equivalent of IELTS 6.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport coaching, development, education, adventure sport or outdoor leadership, 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 to interview.

Applicants will normally be accepted onto this programme who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Sport, Tourism and The Outdoors.

Students with equivalent international overseas qualifications will also be considered.

17. Key sources of information about the programme

- http://www.uclan.ac.uk/schools/sport_tourism_outdoors/index.php
- <http://www.uclan.ac.uk/information/courses/index.php>

Selected Pathways

				A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 3	Sport Coaching / Sport Coaching and Development Pathway																		
	TLC111	The Sporting Landscape	COMP		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Sport Studies Pathway																		
	TLC116	Introduction to Sport Studies	COMP		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
	Sport Business Management Pathway																		
	TLC117	Fundamentals of Sports Business Mgmt	COMP			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Adventure Sports Coaching / Outdoor Leadership Pathway																			
TLC118	Introduction to Outdoor Leadership and Adventure Sports Coaching	COMP		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓

