



## Course Handbook 2019/20

BA (Hons) Sports Coaching and Development  
School of Sport and Health Sciences  
Course Leader: Cliff Olsson



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

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## 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) 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.

**Cliff Olsson, Telephone: 01772 894690**

**Room: Greenbank 152**

**Email: [COlsson@uclan.ac.uk](mailto:COlsson@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 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 Sports Coaching and Development.
- To develop the competencies and capabilities to lead and manage effective sports 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.

## **Learning Outcomes**

A1. Describe the roles and responsibilities of a sport coach and of the organisations and employment positions within the wider sports industry.

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

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

A4. Effectively construct and communicate links between coaching development theory and practice in a wide variety of contexts. Critically evaluate and apply and key concepts, theories, initiatives, policies and strategies that support sports development in schools and communities to evaluate the impact of the wider social benefits that sport programmes bring.

A5. Apply and critically evaluate the social, political, 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 sport coaching development and performance environments which in turn influence coaching practice and coaching philosophies.

A7. Critically examine the sport 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 specialist contexts.

B1. Identify the characteristics of effective 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 develop priorities and plan in the sports development environment and to enhance performance and to coach 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 sport and the sports coaching process

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

C1. Identify the links between theory and practice in sport coaching development and performance and contexts, reflect upon and learn from experiences within those contexts.

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

C4. Transfer and apply a range of cognitive, technological, entrepreneurial, analytical and problem solving skills to design innovative mechanisms and strategies within sport coaching development organisations and environments.

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 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 sports 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

## 1.2 Course Team

Leona Trimble, Principle Lecturer in Sports Development and Coaching.	Greenbank 148 ☐ 01772 894908 ☐ ltrimble@uclan.ac.uk
Bryan Jones, Principal Lecturer in Sports Coaching and UKCC Level 4 Lead	Greenbank 147 ☐ 01772 894918 ☐ bjones1@uclan.ac.uk
Cliff Olsson, Senior Lecturer and Course Leader for BA (Hons) Sports Coaching Performance, Sports Coaching and Development.	Greenbank 152 ☐ 01772 894690 ☐ colsson@uclan.ac.uk
Clint Godfrey, Senior Lecturer and Course Leader for MSc Sport Business Management	Greenbank 144 ☐ 01772 895899 ☐ cgodfrey1@uclan.ac.uk
Dr Clive Palmer, Senior Lecturer in Outdoor Education Independent Module Lead Tutor	Greenbank 145 ☐ 01772 895710 ☐ capalmer@uclan.ac.uk



Dr Craig Wright, Senior Lecturer, Course Leader MA Sports Coaching, Acting Sports Coaching and Development Divisional Leader.	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, Senior Lecturer in Sports Development and Coaching and Research Degrees Tutor	Greenbank 144 ☐ 01772 895702 ☐ jrstoszowski@uclan.ac.uk
Stuart Wilkinson, Lecturer and Year 3 Sports Coaching Direct Entrant Lead	Greenbank 142 ☐ 01772 895487 ☐ SGWilkinson@uclan.ac.uk
Sean Burgess, Lecturer in Sports Coaching Progressing Student Lead.	Greenbank 132 ☐ 01772 895898 ☐ ssburgess@uclan.ac.uk
Robin Taylor, Lecturer and Pathway Lead for Sports Coaching and Development	Greenbank 152 ☐ 01772 895713 ☐ RDTaylor2@uclan.ac.uk
Matthew Crowther, Lecturer and Pathway lead for Sports Coaching and Performance.	Greenbank 152 ☐ 01772 894903 ☐ MCrowther1@uclan.ac.uk
Helen O'Donnell. Lecturer in Sports Business Management & Coaching.	Greenbank 143 ☐ 01772 894915 ☐ HO-Donnell@uclan.ac.uk
Craig Lawlor, Demonstrator in Sports Coaching	Greenbank 274 ☐ CLawlor1@uclan.ac.uk
Mark Quinn. Demonstrator in Sports Coaching	Greenbank 274 ☐ MQuinn3@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 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 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 Health Sciences

Telephone: 01772 891998 or 01772 891999

Email: [greenbankhub@uclan.ac.uk](mailto: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 4 modules across the year. 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 undergraduate programme consists of 3 modules that make up year one of your programme with no options. The purpose of year one is to give you a solid grounding of the principles and structures of sports coaching and allows you maximum flexibility in terms in choosing a range of options in year two and three or indeed moving across to Sports Coaching and Performance. Year 2 has three compulsory modules allowing students to choose a maximum of two options to complete a full profile. At year 3 there are three compulsory modules, one of which is an independent research module. 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 between 20 & 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. 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. Modules are organised into compulsory and optional modules and are allocated a credit score. A standard compulsory module is normally worth either 20, 40 or 60 credits and equates to the amount of learning time and allocated workload that a student is expected to complete in order to complete the module successfully.

### 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	TLC108	Professional Work Environments for Sport
Foundation Year	TLC125	Essential Study Skills for Lifelong Learning
Foundation Year	TLC123	Practical Sport, Exercise and Physical Activity
Foundation Year	TLC124	Introduction to Sports Coaching
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 3	TL3167	The Critically Reflective Coach
Year 3	TL3171	Developing Sport in Practice

### Optional Modules

In addition to the compulsory modules, you have the opportunity to select optional modules from year 2 onwards to complete a full profile. Please note that not all optional 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!

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 2	TL2026	Applied Performance Analysis
Year 2	TL2105	Sport and International Development
Year 2	TL2072	Talent Pathways
Year 2	TL2118	Coaching Practice Experience I



### 2.3 Course requirements

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

### 2.3 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.

## 2.4 Study Time

### 2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal

### 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
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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](mailto: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 are embedded primarily through the compulsory modules at each level and supported by the optional modules. The skills that you develop supports your transition into an undergraduate programme at foundation entry level and year 1, develops your research skills at year two and prepares you for employment in year three. 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](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, 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](mailto: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 by signposting students toward relevant experiences and opportunities that are available to final year undergraduates. This may take

the form of graduate recruitment fayres & career edge events. Academic advisors will provide relevant support which may include job applications, CV writing and references when required.



### 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 Office 365 One Note, 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](http://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 Performance programme has been designed to reflect current industry standards. Our course is aligned with National Occupational Standards and 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](mailto:smrusso@uclan.ac.uk).  
[http://www.uclan.ac.uk/international/study\\_abroad.php](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](mailto: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

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](mailto: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](mailto:disability@uclan.ac.uk)

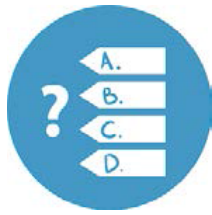
**The disability contact for the School is: Nick Passenger**

##### 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/>

## 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.

### 5.2 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.

### 5.3 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](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.

#### **5.6 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.



## 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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus, Burnley Campus
<b>3. University School/Centre</b>	School of Sport and Health Sciences
<b>4. External Accreditation</b>	SCUK Higher Education Endorsement Scheme.
<b>5. Title of Final Award</b>	BA (Hons) Sports Coaching and Development
<b>6. Modes of Attendance offered</b>	3 Year Full Time & Part Time, 4 Years inclusive of Foundation Entry. 5 <sup>th</sup> year inclusive of Internship.
<b>7a) UCAS Code</b>	CL65
<b>7b) JACS Code</b>	C610
<b>8. Relevant Subject Benchmarking Group(s)</b>	Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism – November 2016
<b>9. Other external influences</b>	Skills Active National Occupational Standards; Employer Consultation – Range of Coaching and Sports Development Partners Sports Coach UK
<b>10. Date of production/revision of this form</b>	March 2017 Revised April 2018
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• 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.</li><li>• To produce knowledgeable and skilled graduates in the field of Sports Coaching and Development.</li><li>• To develop the competencies and capabilities to lead and manage effective sports coaching and development environments.</li><li>• To equip students with multidisciplinary skills base that can be applied in an interdisciplinary manner in a variety of local, national and international contexts.</li></ul>



- |   |
|---|
| <ul style="list-style-type: none"><li>• To provide a range of learning experiences, enabling students to become innovative, creative and adaptable graduates.</li></ul>                                   |
| <ul style="list-style-type: none"><li>• To promote an ethos of self-appraisal and personal-development enabling the identification of on-going development needs and strategies for achievement</li></ul> |
| <ul style="list-style-type: none"><li>• To establish and develop the skills, competencies and capabilities that can support the student's personal and professional development.</li></ul>                |

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

- A1. Describe the roles and responsibilities of a sport coach and of the organisations and employment positions within the wider sports industry.
- A2. Identify, explain and evaluate the scientific principles and theories that impact upon the sports coaching process and the development of talent
- A3. Explain how sport is delivered and developed in community, school and international sport for development settings.
- A4. Effectively construct and communicate links between coaching development theory and practice in a wide variety of contexts. Critically evaluate and apply and key concepts, theories, initiatives, policies and strategies that support sports development in schools and communities to evaluate the impact of the wider social benefits that sport programmes bring.
- 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 sport coaching development and performance environments which in turn influence coaching practice and coaching philosophies.
- A7. Critically examine the sport 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 specialist 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 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 develop priorities and plan in the sports development environment and to enhance performance and to coach 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 sport and the sports coaching process
- B4. Critically evaluate new concepts, technologies and evidence from a range of sources within the context of sport coaching development in order to transfer, apply and clearly communicate solutions, arguments and ideas and 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 sport coaching development and performance and contexts, reflect upon and learn from experiences within those contexts.

- C2. Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the sports 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 sports coaching development and performance.
- C4. Transfer and apply a range of cognitive, technological, entrepreneurial, analytical and problem solving skills to design innovative mechanisms and strategies within sport coaching development organisations and environments

**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 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 sports 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

**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>Select one of the following research modules:</u>		<b>BA (Hons) Sport Coaching and Development</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>Bachelor Degree</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	TL3172	Consultancy Project	40	
	TL3158	Entrepreneurship and Enterprise in Sport, Health and Wellbeing	40	
	TL3102	Dissertation	40	
	TL3167	The Critically Reflective Coach (C)	40	
	TL3171	<b>For students studying at Preston Campus:-</b> Developing Sport in Practice (C)	40	
TL3168	<b>For students studying at Burnley Campus:-</b> The Performance Environment (C)	40		
Level 6	TL3561	Internship	120 notional credits	<b>BA (Hons) Sports Coaching and Development (Sandwich)</b> 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 (C)	20	<b>Diploma of Higher Education</b> Requires 240 credits including a minimum of 100 at Level 5 or above
	TL2233	The Reflective Coach (C)	40	
	TL2098	School and Community Sports Development (C)	20	
		<b>For students studying at Preston Campus:-</b> <b>1 Option minimum from:</b>		
	TL2105	Sport and International Development (O)	20	
	TL2118	Coaching Practice Experience I (O)	20	
		<b>1 Option maximum from:</b>		
	TL2026	Applied Performance Analysis (O)	20	
	TL2072	Talent Pathways (O)	20	
TL2096	<b>For students studying at Burnley Campus:-</b> Performance Enhancement for Sport (C)	20		
TBC	Applied Technology in Sport (C)	20		

Level 4	TL1110 TL1111 TL1112	Coaching Toolkit (Comp) Improving Performance The Development Environment	40 40 40	<b>Certificate of Higher Education</b> Requires 120 credits at Level 4 or above
<b>Foundation Entry delivered at Preston Campus</b>				
Level 3	TLC108 TLC125 TLC123 TLC124	Professional Work Environments for Sport Essential Study Skills for Lifelong Learning Practical Sport, Exercise and Physical Activity Introduction to Sports Coaching	20 20 20 60	<b>Certificate of Achievement</b> Requires a minimum of 20 credits at Level 3 or above
<b>Foundation Entry delivered at Burnley Campus</b>				
Level 3	HUC610 HUC111 HUC115 HUC114 VOC106	Essential Study Skills for Higher Education Developing Academic Knowledge Learning by Experience Target Award Extended Study Volunteering and Community Action	40 20 20 20 20	Successful completion of 120 credits on this Foundation year programme guarantees progression to the first year of one of BA (Hons) Sports Coaching and Development at Burnley Campus

### 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 including English and Mathematics. Given the nature of this level, 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 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 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 with no component score below 5.5

<b>17. Key sources of information about the programme</b>
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| <ul style="list-style-type: none"><li>• University website: <a href="http://www.uclan.ac.uk/courses/ba_hons_sports_coaching_development.php">http://www.uclan.ac.uk/courses/ba_hons_sports_coaching_development.php</a></li></ul> |
| <ul style="list-style-type: none"><li>• Factsheet.</li></ul>  |
| <ul style="list-style-type: none"><li>• University Prospectus</li></ul>   |
| <ul style="list-style-type: none"><li>• UCLansport applicant days and Open days</li></ul>   |



## 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)	Programme Learning Outcomes																		
				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	C				x		x				x		x					x	x	x
	TL3171	Developing Sport in Practice	C			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	C										x				X					
	TL2233	The Reflective Coach	C			x			x				X		x					x		
	TL2098	School and Community Sports Development	C			x	x	X					X									
	TL2105	Sport and International Development	O				x	x					X									
	TL2118	Coaching Practice Experience I	O				x												x	x		
	TL2026	Performance Analysis for Sport	O		x		x	X						X	x							
	TL2072	Talent Pathways	O				X															X
LEVEL 4	TL1110	Coaching Toolkit	C	x	X						x	x	x			x				x	x	
	TL1111	Improving Performance	C	x	X						X	X	x			X						x
	TL1112	The Development Environment	C			x							x			x				x		
LEVEL 3	TLC108	Professional Work Environments for Sport	C	x	x														x		x	
	TLC125	Essential Study Skills for Lifelong Learning	C	x											x					x		
	TLC123	Practical Sport, Exercise and Physical Activity	C	x	x						x	x										
	TLC124	Introduction to Sports Coaching	C	x	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: \_Diploma of Higher Education:**

- A2. Identify, explain and evaluate the scientific principles and theories that impact upon the sports coaching process and the development of talent
- A3. Explain how sport is delivered and developed in community, school and international sport for development settings.
- A4. Effectively construct and communicate links between coaching development theory and practice in a wide variety of contexts. Critically evaluate and apply and key concepts, theories, initiatives, policies and strategies that support sports development in schools and communities to evaluate the impact of the wider social benefits that sport programmes bring.
- 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 plan in the sports development environment and to enhance performance and to coach safely and effectively
- B3. Apply a range of theoretical concepts and analytical tools to develop and lead a coherent interdisciplinary approach to the development of sport and the sports coaching process
- B4. Critically evaluate new concepts, technologies and evidence from a range of sources within the context of sport coaching development in order to transfer, apply and clearly communicate solutions, arguments and ideas and to solve complex problems
- C2. Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the sports 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 sports 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 sports 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**

- A2. Identify, explain and evaluate the scientific principles and theories that impact upon the sports coaching process and the development of talent
- A3. Explain how sport is delivered and developed in community, school and international sport for development settings.
- B2. Develop the multidisciplinary skills required to develop priorities and plan in the sports development environment and to enhance performance and to coach safely and effectively
- C2. Evaluate and apply analytical, problem solving and reasoning skills using primary and secondary sources to interpret problems in the sports coaching development and performance contexts
- D2. Identify opportunities and priorities for professional development and explore reflective practices to aid self-development.

**Learning outcomes for the award of: Certificate of Achievement.**

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

B2. Develop the multidisciplinary skills required to develop priorities and plan in the sports development environment and to enhance performance and to coach safely and effectively

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

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

