



LEEDS
BECKETT
UNIVERSITY

Course Specification BSc (Hons) Sports Coaching

Course Code: BSSCS

2019/20

leedsbeckett.ac.uk

BSc (Hons) Sports Coaching

Material Information Summary for 2019/20 Entrants

Confirmed at 5th October 2018

General Information

Award	Bachelor of Science (with Honours) Sports Coaching
Contained Awards	Bachelor of Science Sports Coaching Diploma of Higher Education Sport Coaching Certificate of Higher Education Sport Coaching
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022
- 6 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2025

Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
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Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
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Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
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Course Fees

Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course

Key Contacts

Your Course Director

Stephen McKeown

Your Academic Advisor

Your Academic Advisor will be allocated to you at induction.

Your Course Administrator

Your Course Administrator can be contacted by emailing schoolofsportadmin@leedsbeckett.ac.uk

Placement Information

Summary

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](http://www.leedsbeckett.ac.uk/studenthub/placement-information/):
<http://www.leedsbeckett.ac.uk/studenthub/placement-information/>

Length

60 hours over 20 weeks undertaken at Level 5

48 hours over 20 weeks undertaken at Level 6

Location

Not specified

Professional Accreditation or Recognition Associated with the Course

Professional Body

There is no professional accreditation associated with this course.

How is Accreditation/ Recognition Achieved?

N/A

Course Accreditation/ Recognition Period

N/A

Course Overview**Aims**

The course aims to develop well-rounded, independent learners with a broad, applied skillset and emerging specialism in sports coaching. More specifically, a first-class graduate from the course will create exciting and engaging long-term plans based on in-depth knowledge of their participants, their sport (or activity) and the wider context. They will consistently deliver fun and challenging sessions, aligned with long-term plans, using appropriate coaching methods. They will also be able to identify when things do not go to plan and make informed changes 'on the fly', reflecting on the success of these experiments as a matter of habit. In making these reflections they will draw on evidence from different sources, acknowledging the strength of the support for the ideas that guide them. They will also be highly effective communicators and team players, helping them to work effectively with other key stakeholders, whilst emerging as self-aware young leaders with a realistic 'vision' for developing effective coaching programmes in particular contexts.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Develop a theory- and evidence-based understanding of the demands of sport for participants, relative to their bio-psycho-social stage of development.
- 2 Create a vision for a programme of work within a coaching environment and derive clearly aligned macro-, meso- and micro-level goals and plans.
- 3 Consistently apply appropriate, aligned and inclusive practice activities and coaching behaviours in coaching sessions to bring about realistic intended learning outcomes with different participant groups.
- 4 Make informed and justified 'in-action' changes to activities and behaviours within coaching sessions in order to bring outcomes closer to expectations.
- 5 Consistently display and critically reflect on a mature and skill-based approach to professional development, learning and self-regulation.
- 6 Critically reflect on the relationship between personal values, research evidence and the cultural norms and policies of relevant groups, institutions and stakeholders (e.g. participants, other coaches, clubs, schools, NGBs) in the design and delivery of coaching programmes.
- 7 Critically compare different sources of evidence and generate and analyse own evidence to support and reflect on the delivery and impact of coaching programmes.

Teaching and Learning Activities

Summary

In addition to fulfilling module and course learning outcomes, all learning and teaching activities should encourage students to engage with the module content, interact with their peers and academic staff while acquiring and developing their knowledge of key recurring themes. They should also create opportunities for students to apply that knowledge in appropriate contexts, then critically reflect and conduct research on their own and other people's practice.

Indicative learning and teaching activities at all levels will include:

- Problem based learning in response to case studies and scenarios
- Analysis and review of primary and secondary resources
- Debating or discussing practical ethical issues in sport and coaching
- Student-led coach education workshops in practicum and seminars (i.e. peer coaching, mentoring)
- Coaching in a variety of contexts including in-house festivals, schools, sports clubs and to their peers
- Devising mental models to represent their understanding of a sport and/or participant development
- Development of curricula and associated resources
- Macro, meso and micro planning and delivery
- Selecting, applying, adapting or devising performance analysis tools
- Application of critical reflection in Blogs, written reports or in practicum
- Enquiry based learning through research-based and research-like tasks

Research has shown that most people learn most successfully 'by doing' (Race, 2000). With this in mind the aim is to deliver >50% of the course through the practical, practicum and placement activity. Students will also be encouraged to seek additional work based learning opportunities where they can broaden their experience or develop specialist skills in a specific context, activity, or catering for the specific needs of a particular group of participants. Within the taught practicum, placement based practice, or in their own practice, students will learn to employ appropriate conceptual frameworks to inform their planning, in-action decision-making, and more in depth post-action reflections (Mezirow, 1990). Research on coach learning has argued strongly that coaches learn informally through reflecting regularly on experience (Piggott, 2012; Cushion et al., 2012; Gilbert & Trudel, 2002). Students will therefore be taught how to reflect, gain reflective capacities and assessed on the depth and criticality of their reflections on experiences.

Your Modules

(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).

Level 4 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Practical Coaching Pedagogy

Participant-Centred Curriculum

Coaching Contexts

Research & Personal Development

At the end of year one, you will choose an optional pathway through the remainder of your course, in one of the following three areas:

Performance & Talent Development

Youth Sport & Physical Education

Community Sport & Physical Activity

Level 5 Core Modules (2020/21 for FT students and 2021/22 and 2022/23 for standard PT students)

Coaching Pedagogy in Context

Sport Curriculum

Research Methods for Sports Coaching

Level 5 Option Modules (delivery years as per Level 5 core modules above)

(You will choose 20 credits of electives)

Performance & Talent Development	Youth Sport & Physical Education	Community Sport & Physical Activity
Strength & Conditioning (10)	Inclusive Practice (20)	Introduction to Sport Development (20)
Performance Analysis (10)	Positive Behaviour Management (10)	
-	Adventure, Play and Risk (10)	

Level 6 Core Modules (2021/22 for FT students and 2023/24 and 2024/25 for standard PT students)

Model-Based Coaching

Professional Practice

Final Year Project

Level 6 Option Modules (delivery years as per Level 6 core modules above)

(students choose 1 x 20 credit elective, all semester 1)

Performance & Talent Development	Youth Sport & Physical Education	Community Sport & Physical Activity
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Advanced Strength and Conditioning (20)	Developing Primary PE (20)	Coaching for Positive Development of Participants (20)
Advanced Performance Analysis (20)	Contemporary Issues in PE & Youth Sport (20)	-
Creating Positive Performance Environments (20)	-	-
Power and Politics in Sport Coaching (20)		

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 4	Level 5	Level 6
Examination	22%	-	-
Coursework	30%	52%	65%
Practical	48%	48%	35%
Overall Workload			
Teaching, Learning and Assessment	288 hours	277 hours	130 hours
Independent Study	912 hours	864 hours	1022 hours
Placement	-	60 hours	48 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.