

LEEDS BECKETT UNIVERSITY

Course Specification

BSc (Hons) Sports Coaching

2018-19 (BSSCS)

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LEEDS
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UNIVERSITY

Carnegie Faculty

School of Sport

Award and programme title: BSCH Sports Coaching - BSSCS

Level of qualification: Level 6

Interim awards available:

BSC	Sports Coaching	6
DIPHE	Sports Coaching	5
CRTHE	Sports Coaching	4

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus- based / DL or other)
BSCH Sports Coaching	FT/3 years	Headingley Campus
BSCH Sports Coaching	PT/6 years	Headingley Campus

Course Specification

Overview and Aims

Recent data show that 1,109,019 people coach every year in the United Kingdom, 267,302 of whom are in paid employment, with 36,537 of these being in full-time roles (North, 2009). The UK Coaching Framework has been agreed as the blueprint for the development of the coaching system and the creation of coaching as a professionally regulated vocation. The Framework, which seeks to develop a coaching legacy up to and beyond London 2012, has set out a vision for the development of 'an ethical, cohesive, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development and is a world leader by 2016' (sports coach UK, 2008). The Framework sets out how sports coaching will contribute in a tangible way to the policy objectives of Government in school

sport; community participation; performer development and high performance contexts (sports coach UK, 2008; North, 2009).

Within this context, the coaching workforce has become a key focus of attention, with significant growth occurring in the number of paid coaching roles (North, 2009). Further growth in these roles is projected, with a consolidation of part-time roles suggested; an enhancement of the professional position of full-time coaches; the creation of a professional infrastructure to support the development of coaches and the maximisation of synergies between paid and volunteer coaches (sports coach UK, 2008).

Within the context of the UK Coaching Framework, a new model of coach development has been outlined, which recognises four main domains of coaching: children; participation; performer development and high performance (sports coach UK, 2008). This model complements developments in Europe, where agreement has been reached among a number of key agencies on the European Framework for the Recognition of Coaching Competence and Qualifications (European Coaching Council, 2007). Leeds Beckett University has been designated as the UK Centre for Coaching Excellence, which includes a remit to provide professional development opportunities for high performing coaches in each of the four domains identified within the UK Coaching Framework.

The purpose of the BSc (Hons) Sports Coaching, when first designed in 2006, was to prepare students for a specific 'graduate' occupational niche in community sports coaching environments. The degree was pioneering in its vocational orientation and curriculum design, placing a strong emphasis on the development of degree-level coaching capabilities for application in children's sport and in sport specific contexts. In the period since 2006, the course has completed its first cycle, with a number of successes and areas for further development becoming evident. The changes that have occurred within the external environment and within the coaching industry have also provided the opportunity to further evolve the core purpose and structure of the course.

As a consequence of the above context, the core purpose of the degree course is as follows:

Equip students with the skills and underpinning knowledge to coach in multi-skill, multi-sport and sport-specific environments.

The course will provide the practical skills; knowledge and understanding; intellectual skills; key skills and career skills that are inherent to the role of the coach. The course will also provide students with the skills and intellectual challenge to further their personal and professional development as part of their lifelong learning. These outcomes are facilitated by a course teaching team possessing relevant and recent research, consultancy and coaching experience, matched with academic experience at HEI.

Course Learning Outcomes

On completion of this course, students will be able to:-	
1	Utilise appropriate needs analysis tools to <u>critically evaluate participant needs</u> in order to <u>design ethical, effective, inclusive and individualised coaching programmes</u> .
2	<u>Devise and/or interpret, justify and apply</u> an annual sport curriculum matched to the <i>needs of the participant</i> .
3	Plan, justify, deliver and evaluate constructively aligned learning programmes to facilitate the short, medium and long term <i>learning needs of participants</i> .
4	<u>Identify, reflect on and challenge</u> the effect of <i>international, national and local policies and prevailing beliefs</i> within the coaching environment in order to <u>influence the attitudes and understanding of key stakeholders (i.e. participant, parents, managers, etc.)</u> .
5	<u>Critically reflect on and challenge assumptions and practices</u> as a coach, student, and future employee, demonstrating the ability to <u>conduct informed, objective, evidence-based problem solving</u> aligned with a planned commitment to continuous professional development.
6	<u>Make effective and informed decisions</u> relating to the planning, implementation, monitoring and evaluation of longer term programmes of practice and competition, drawing on models of decision-making and relevant underpinning knowledge.

Course Structure

Grounded in empirical and real-world based research conducted by members of the CDT (see Abraham & Collins, 2011; Abraham, Collins & Martindale, 2006; Muir, Morgan, Abraham & Morley, 2011), the programme has been structured to encourage students to apply skills underpinned by the progressively deepened and broadened knowledge they will have developed in relation to 5 of the 6 core strands:

- Participant Development
- Sport Curriculum
- Coaching Pedagogy
- Culture & Context
- Research & Personal Journey

The sixth strand, Coaching Practice, acts as a mechanism for the integration and application of the other 5 strands. As such, the modules associated with this strand are primarily practical, placement-based in nature.

The 6 course learning outcomes are derived directly from these six strand areas, with these sequenced in order to reflect the explicit association between

the three areas of Participant Development, Sport Curriculum and Coaching Pedagogy, the Culture & Context within which coaching exists, how the Research & Personal Journey of the coach affects their judgments, with the Coaching Practice being the observable output of the combined strands.

Furthermore, drawing upon ideas associated with coach development communicated in a recently published paper (Abraham, Morgan & Muir, 2009), the BSc Sports Coaching programme has been structured to prompt students' initial acquisition of basic conceptual ideas and sound coaching competencies before progressing towards a depth and breadth of theoretical understanding, refined coaching skills, and a capacity for independent, lifelong learning. The philosophy developed and adhered to by the course teaching team in order to achieve this ambition is detailed as follows:

- The primary purpose of Level 4 is to foster a professional connection and course identity between students and staff (with the semester one residential fieldweek central to this), whilst providing core coaching skills, underpinned by basic scientific principles, in order to enable students to guide holistic participant development at the fundamental and learn to play and practice stages.

There will be an emphasis on multi-skills as a foundation for lifelong physical activity and involvement in specific sports. Students will conduct a self-profile that will provide the initial reference point for their development throughout the six main strands and three levels of the course.

- The primary purpose of Level 5 is to develop core competences in coaching delivery with an immersion in sport specific contexts and in multi-skill contexts related to specified sports.

There will be an emphasis on applying theoretical concepts from sport science and coaching pedagogy into practice. Students will be provided with the early building blocks for more structured decision-making and reflection. A strong immersion in coaching will be expected, within and away from the course, including the completion of appropriate levels within Governing Bodies, preferably leading to the UK Coaching Certificate.

- The primary purpose of Level 6 is to promote autonomy in coaching delivery, underpinned by effective decision making that is informed by sound pedagogical and scientific principles.

There will be an emphasis on the application of research and action research skills to inform practice and to provide the basis for further professional development. Self-profiling will be brought to a level where each student has a clear understanding of their personal strengths and on the areas for further development in the context of their personal career plan.

Level 4

Semester 1	Core (Y)	Semester 2	Core (Y)
Research and Personal Journey (across Semesters 1 and 2)			Y
Coaching Practice 1: An introduction to planning, delivering and analysing coaching			
Participant Development 1a: Developmental Psychology	Y	Coaching Pedagogy 1: Introduction to the principles of learning and the implications for coaching	Y
Participant Development 1b: Paediatric Physiology	Y	Sport Curriculum 1: An introduction to the development of movement, technical and tactical skills in sport for children and young people	Y
Level 5			
Semester 1	Core (Y)	Semester 2	Core (Y)
Research Methods in Sports Coaching			Y
Coaching Practice 2: Planning, delivering and evaluating coaching practice in applied contexts (Long Thin)			Y
Coaching Pedagogy 2: Understanding learning – Implications for structuring practice activities and coach behaviour			N
Sport Curriculum 2: Understanding and analysing the demands of sport for children and young people	Y	Participant Development 2: Analysing the bio-psycho-social needs of children and young in sport	Y
Community Sport Development	N	Managing Sport Development	N
Sports Events in Action			N
		Strength and Conditioning/Fitness	N
Level 6			
Semester 1	Core (Y)	Semester 2	Core (Y)
Participant Development 3: Developing interventions to meet the needs of children and young people within inclusive sporting contexts	Y	Professional Practice in Coaching Contexts (20 credits)	Y
Coaching Pedagogy 3			N

Advanced Strength and Conditioning	N	Advances in Analysis and Acquisition of Skill	N
Sport Curriculum 3: Developing sport specific annual curriculum	N		
Sport Curriculum Multi Skills: Developing a fundamental movement curriculum	N		
Strategic Management of Sport Development	N		
Advance Analysis and Acquisition of Skill	N		
Sport Events Management			N
Coaching Pedagogy 3			N
Dissertation in Sports Coaching (40 credits)			Y

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The learning and teaching on the BSc (Hons) Sports Coaching degree places the student at the centre of the experience by fostering an inclusive, supportive and caring environment (*personalised student support*). This is evidenced through the mapping of the relevant [course development principles](#) into the learning experience. Through a curriculum which is informed by research and professional practice, students will develop the required skills, knowledge and experience. The course learning outcomes ensure an appropriate *breadth and depth of knowledge* is learnt. These are appropriately mapped into individual modules ensuring that the course fits together as a whole, rather than a series of modules (*strong course identity*). Content will be mapped by the CDT and module leaders to ensure *horizontal and vertical alignment*.

The course will focus on developing knowledge of the field (content) whilst giving the students the opportunities to apply their learning in practical contexts (experience) whilst enhancing their learning through problem solving approaches (*Challenging and authentic tasks*). The learning approaches will take into account the diverse backgrounds of students nurturing them through levels four, five and six developing them into independent learners and critical divergent thinkers ready for employment or postgraduate study (*Inclusive environment, Activities linked to student experience*).

The Course Development Team has designed a Course-Level assessment strategy ensuring the balance, level and diet of assessment across all levels to ensure that graduates are suitably qualified to work in the field of Sports Coaching (Course-Level Assessment Strategy).

Learning and teaching approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students' learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

The Assessment, Learning and Teaching Strategy for the programme is fully aligned with the University-wide strategy ([http://www.leedsmet.ac.uk/staff/files/Learning and Teaching Strategy.pdf](http://www.leedsmet.ac.uk/staff/files/Learning_and_Teaching_Strategy.pdf)). The key features of our approach are:

- Appropriate teaching methods are engaged, enabling students to achieve the specified learning outcomes of each module.
- Learning takes place in an informed and supportive environment.
- Students are encouraged to understand the relationship between learning outcomes and the assessment, enabling students to achieve those learning outcomes.
- Assessments are designed which accurately test the learning outcomes.
- Assessments are marked and appropriate formative feedback is given, helping the students understand how their performance has been evaluated and how they can improve performance.

A variety of assessment approaches are adopted e.g. coaching practice, reports, essays, presentations, posters, workshops; but all are designed to cultivate a critical appreciation of the relationship between theory and practice in the area of Sports Coaching.

Learning and Teaching Activities

Students will be engaged through a variety of teaching and learning approaches whilst studying the BSc (Hons) Sports Coaching degree. Challenging and authentic tasks will be used to stretch the student's capabilities in real world learning and assessment resulting in a deeper approach to learning. Each module on the degree will consist of 20 credits which equates to 200 notational learning hours. The learning on each module will consist of an average of 48 hours contact time (equivalent to 4 hours per week) within each module.

The following learning and teaching strategies will be used across the modules on the BSc (Hons) Sports Coaching degree :

Students will attend interactive lectures where they will be expected to contribute having done some preparatory reading in advance.

- Student will participate in online or face-to-face tutorials where they will work in small groups to engage with learning activities (e.g. Excel).
- Students will engage and contribute to laboratory/ practical sessions.

- Students will organise and conduct laboratory and field data collection, analysis and interpretation.
- Students will work independently to research the relevant literature predominantly using electronic databases and search engines.
- Students will complete directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback. This may include, for example, self-test and discussion boards.
- Students will participate in practical workshops to experience/develop the skills required in delivering Sports Coaching programmes to patients.
- Students will lead practical Sports Coaching sessions for a variety of target populations.
- Experts, from the field of practice, will be used in the delivery of the Teaching and Learning Strategy.

Graduate Attributes (UG only)

A Graduate Attribute is defined as “an amalgamation of skills, knowledge and attitudes built up through a student’s time at university, which they are capable of articulating and demonstrating to the wider world.” The BSc (Hons) Sports Coaching degree has embedded the three Leeds Met graduate attributes of Enterprise, Global Outlook and Digital Literacy as identified in the [Course Development Principles Document \(2011\)](#). The graduate attributes have been embedded in learning outcomes and assessment across all levels in accordance with the individual [guidance documents](#) located on the Leeds Met Centre for Learning and Teaching web page.

Each of the graduate attributes has been highlighted in the course learning outcomes (see Section 38) using the following key;

- *Global Outlook (italics)*
- **Digital Literacy (bold)**
- Enterprise (underlined)

The Sports Coaching degree has historically focused, and will continue to focus, on developing students for the workplace, focusing on the skills and knowledge required to excel in the workplace. Coaches are expected to be proactive learners and innovators, able to foresee and actively adapt to oncoming challenges in an enterprising fashion, drawing on appropriate technologies to conduct their work in response to the individual needs of the increasingly multi-cultural population they work with. Hence, all modules within the programme are relevant to this, but a more specific breakdown of the ways in which the graduate attributes have been embedded within each Level and across the 6 strands of the programme is detailed below.

Global Outlook

Global Outlook is developed and assessed throughout the levels across a range of modules, with the Culture & Context, Participant Development, and Coaching Practice strands of the programme particularly driving this. That said, it is regarded as integral to the programme that students must have a strong awareness of the source of their own and other’s behaviour. This demands recognition of the impact of formal and informal, explicit and implicit, local,

regional, national and international cultures/expectancies, policies and structures on peoples' behaviour.

Students will begin their programme by describing the origins of typical personal and prevailing beliefs that influence their own and other's behaviour as part of the 'Research & Personal Journey' module. The Participant 'Development 1a: Developmental Psychology' module will develop students' knowledge of how individual participants' cognitive development can vary and be impacted upon by the psycho-social context within which they live. While students' first meaningful interaction with children in the local, but increasingly multi-cultural, community will be housed within the 'Coaching Practice 1' module, as students will be challenged to apply their acquired knowledge during their interactions with the participants they are allocated within their playground activities placement.

These concepts are developed and assessed further at Level 5 where they will be required within the Coaching Practice strand (in 'Coaching Practice 2') to summarise socio-cultural theories in order to explore how individual, interpersonal, club/school and macro socio-cultural factors shape and influence the strategies employed by coaches to facilitate learning. Applying these same theoretical factors to the participants they coach, the students will be required to undertake by the 'Participant Development 2' module to conduct a comparative analysis of the needs of two participant populations. The Culture & Context strand features 4 elective choices for students at Level 5, with students given the option to engage in globally relevant academic theory and case studies associated with 'Community Sport Development', 'Managing Sport Development', or 'Sport Event Management'. Alternatively, students can opt for a module that incorporates the inherently global aspects of sport law within the 'Legal Aspects of Sport Law'.

In Level 6 of the programme, students will deepen their knowledge and understanding of socio-cultural theories relevant to the formation of beliefs and assumptions by applying the ideas they develop to their own reflections on, and engagement with, beliefs and assumptions prevalent within their own coaching context (in a module that fuses together the Coaching Practice and Culture & Context strands, 'Professional Practice in Coaching Contexts'). In a similar sense, the Level 5 work done within the Participant Development strand is built upon (in 'Participant Development 3') as students will, initially, identify and explain key factors that should be considered in order to establish ethical, inclusive and empathic relationships across two participant populations, before undertaking a thorough comparative analysis of the psycho-behavioural, psycho-social, anatomical and physiological development of the same populations that will be used to inform the development of psycho-behavioural, psycho-social, anatomical and physiological intervention strategies.

Digital Literacy

Digital Literacy has been mapped into the degree using the seven areas of the [digital literacy capabilities staff toolkit](#) and will be developed and assessed within all of the 6 course strands, but particularly within the Participant Development, Coaching Pedagogy, Coaching Practice, and Research & Personal Journey strands. Within this framework, students are required to make full use of available digital media to record, analyse, communicate, and develop both their own and other's practice; coaches must be digitally literate in order to excel in the

coaching world. Across all modules and levels students will develop their use of electronic search databases in finding and evaluating the suitability of a range of digital sources including web pages and journal articles (Digital Scholarship, Academic Practice, Information literacy). Students will also be engaged in using the Virtual Learning Environment through use of a variety of appropriate tools (e.g. e-mail, discussion boards, online submission) to enhance their learning experience (Communication and collaboration). Students will also develop their use of a range of digital devices including cameras, camcorders, digital audio recorders in the collection of research data and to provide feedback to both participants and coaches (Applied Exercise Teaching, Computer Literacy).

During Level 4, within the Participant Development strand (in both 'Participant Development 1a' and 'Participant Development 1b'), students will learn how use appropriate software packages to record, analyse, interpret and present data (Media Literacy). At Level 5, students will be introduced to more complex analyses and will learn how to select appropriate software packages to analyse different data within both the 'Participant Development 2' and the 'Research Methods' modules (Media Literacy). By Level 6, the students will have developed critical skills enabling them to become independent learners and will know which software to select to complete recording, analysis, interpretation and presentation of the data for their dissertation. During Levels 4 and 5, students will be introduced to a range of specialised digital scientific equipment to assess participants' and coaches' learning and/or performance needs (e.g. technique/movement analysis). By the end of Level 6, students will have developed a critical understanding of the different equipment with the ability to appropriately select the correct method to provide a valid and reliable measure of the chosen variable (dissertation) (Computer Literacy, Media Literacy). The information generated within these needs analyses will be, on a continual basis across each of the Levels of the programme (within the Coaching Pedagogy strand), applied to the development of micro-, meso-, and macro-level planning for participants' development.

Throughout the Course students will appropriately plan their professional development using a range of tools. In the Level 4 'Research & Personal Journey' module, students will be introduced to the University Employability Resource Online and appropriate tools to build a personal and professional development portfolio (Communication and collaboration, Information Literacy, Professional development planning). In Level 5 and 6, students will further their understanding and application of these tools within the 'Coaching Practice 2' and 'Coaching Pedagogy & Practice in Context' modules. Students will be encouraged to take part in both internal (Blackboard 9 discussion groups) and external networking using appropriate websites (e.g. LinkedIn) (Professional Development Planning).

Enterprise

Students will develop an enterprising approach across most modules in the degree but will be assessed on this attribute within all strands of the programme. The Course deliberately targets long-term goal setting, planning, delivery and reviewing of programmes of development; hence, students are at their very core required to be enterprising in their outlook.

Throughout the degree programme (and within the Coaching Pedagogy and Coaching Practice strands in particular), students will learn how to work with individuals and groups on the delivery of multi-skill, multi-sport, and/or sport-specific practice sessions. They will develop a set of enterprising skills that will enable them to ensure sessions meet the needs of their participants. Students will be assessed on their ability to deliver safe, motivating, developmentally appropriate, and constructively aligned sessions for their participants in the modules within these strands. Furthermore, as the strand which has been designed to foster and apply the integration of knowledge and skills acquired from the other 5 strands, the Coaching Practice strand is the one that will most effectively harness and test students' enterprising skills.

Students will develop their career-orientated skills within the Research & Personal Journey and Coaching Practice strands, with the 'Research & Personal Journey' (Level 4), 'Coaching Practice 2', and 'Professional Practice in Coaching Contexts' modules being where they will evaluate their career aspirations and map their current strengths and areas for development against these. In Levels 5 and 6, students will identify and organise their own placement as part of the 'Coaching Practice 2' and 'Professional Practice in Coaching Contexts' modules, thereby requiring the students to use associated enterprising skills to independently negotiate and agree terms of placement with external contacts. Whilst engaging in these placements (as well as those placements organised by the course within Primary [Level 5], Secondary [Level 6], and SEN [Level 6] Schools), students will be tasked with designing and delivering suitable programmes of increasing complexity across the short- (Level 4), medium- (Level 5), and long- (Level 6) term. As part of these placements, students will be required to present (and, at times, justify) their ideas to their placement host within the respective schools and independent placement contexts. On completion of these placements, the students will present a critical account of their current levels of skills, knowledge and experience (tracking these against established and personally-defined benchmarks), further enhancing their enterprising skills.

Essentially, the enterprising skills developed and assessed across the other strands (i.e. Participant Development, Coaching Pedagogy, Sport Curriculum, and Culture & Context) will take the form of evidence-based decision-making, as the students will be challenged to increasingly (as they progress from Levels 4-6) broaden and deepen their knowledge and understanding of theoretical ideas in order to make informed judgments pertaining to the respective strand areas. Finally, the students will undertake their dissertation during Level 6, further enhancing their creative and problem-solving skills.

The table below indicates where the graduate attributes have been developed and assessed at each level within the individual modules.

Use of the Virtual Learning Environment (VLE)

The Course uses the VLE and wider online community to support, enhance & link face to face with online materials and to provide a space for students to communicate with each other and the course team. Students will be introduced to the VLE during induction week with the help of personal tutors and students in higher levels. The CDT team will discuss a standard

layout for common content within individual modules on the VLE to aid the student experience. Modules will use the VLE and online delivery in a variety of ways which may include:

- A repository for teaching materials to support face to face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, past exam papers and placement handbooks.
- Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions.
- Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course 'community'.
- Communicating with students using a selection of electronic media via consistent channels.
- To request submissions from students in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms.
- Conducting online formative assessments (e.g. multiple choice exams, surveys and quizzes) throughout the course.
- Monitoring student engagement through level of engagement in online activities and usage statistics.
- Provide formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback.
- Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further.
- Encouraging staff & students to engage in subject-specific professional networks and professional debate on- and off-line.

Use of Blended-Learning

The Course will use a blended learning approach across all modules. The approach will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module and across levels. Each module will contain 200 hours of learning of which, an average of 48 hours will be face-to-face contact. The remaining hours will then be made up of a mixture of non-scheduled online learning and self-study. It is expected that students would be provided with readings and directed activities to support their learning within the classroom.

The online learning will be facilitated by teaching staff to enhance student learning and may include:

- Student engagement in online tutorials or workshops.
- Reusable learning objects such as podcasts, videos.
- Digitised materials on line for accessibility including e-books and journals.
- Directed tasks such as problem based scenarios or case studies.
- Quizzes, Exams or surveys.
- Module-based discussion boards and other subject.

- Specific professional networks including the Register of Exercise Professionals, and the Fitness Industry Association.

The blend of these approaches will differ by module.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work 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.

Assessment Strategy

The assessment strategy is designed to determine the extent to which students have achieved the aims and objectives of the course and the learning outcomes for each module.

To align with the overall objectives of the programme, assessment will embrace both formative and summative approaches, and be constructively aligned to the learning outcomes. Assessments will be undertaken regularly; will be efficiently administered; and will be student centred.

Assignments and projects will be undertaken and performance evaluated through a variety of mediums as indicated in the module descriptors; typically including oral presentations, coaching placement, simulated practice, reflexive logs, reports, electronic portfolios and

presentations, essays, case studies and professional project reports. This approach allows for the successful completion of modules; the coverage of core theoretical and scientific principles; building vocational competence and integrating learning across levels and between years.

The course strikes a balance across Level 4-6 between a variety of assessment methods whilst enabling students to progressively develop expertise related to those assessment methods and to have opportunities to build on feedback. At Level 4 students will undertake group work to enhance their teamwork and problem-solving skills. By Level 6 it is expected that students will become more independent learners and will be predominantly assessed on an individual basis.

Assessment of students' placement experiences is conducted via a process of embedding placement-informed formative and summative assessments within specified modules. The co-ordination, liaising, quality assurance and operational management of students' school-based placement experiences is managed between the respective module leaders (in which the placements are housed), the (soon to be appointed as part of a joint initiative between Leeds Met's University Sport and the Sports Coaching group) Carnegie Community Coaching Project Co-ordinator and the (already in place) MSc Sport Coaching Interns (who, as part of their bursary, have an allocation of schools that they liaise with and visit to provide feedback on students' coaching [this role is supported via personal development experiences conducted by the Course Team mentor each Intern is assigned]). Independent Placements are less stringently regulated due to the wide-ranging nature of these (in terms of location, focus, irregular working/delivery hours, the often non-existence of internal QA processes within the host organisation/company/club, etc.).

The placement experience itself acts as a pre-requisite for students' eligibility to be summatively assessed within the associated modules; data provided by the placement host is decisive in determining this eligibility. Placement Hosts complete standard pro-formae (located within the respective School and Independent Placement Handbooks) to provide feedback to academic staff on students' attendance, presentation/conduct, and performance (in line with the associated modules' content and learning outcomes), with numerical Likert scales and qualitative assessments being the typical mechanism for this.

The Placement Hosts' feedback is complemented (within the School-based Placements) by the on-site visits conducted by, primarily, the Carnegie Community Coaching Project (CCCP) Co-ordinator and the MSc Sport Coaching Interns; Formally Scheduled Teaching time is also allocated to school visits for staff within certain modules, enabling these staff to also contribute to this process.

In addition to their own personal reflections, students are also required to make reference to the feedback they receive from Placement Hosts, the CCCP Co-ordinator, Coaching Interns, Module staff, and/or participants they coach within the critical reflection-based summative assessments that they present/submit for the respective modules.

Feedback on Assessed Coursework

Module Leaders will identify in Module Handbooks the individual feedback strategy that will include the type of feedback to be provided and the timeframe for this feedback. The expectation is that all feedback will be provided within four weeks from the date of assessment. Where possible modules will include formative feedback (provided by peers and/or the module teaching team) to enhance the student learning on the module and provide more instant feedback on the assessment. Within the Research and Personal Journey module at Level 4 students will be engaged in a session on how to use feedback from previous modules to improve their work for future modules. This will require students to collate and synthesise their feedback before constructing an action plan to improve for the following semester.

Students may receive the following types of feedback within the course:

- Group verbal feedback
- Group generic written feedback via e-mail or posted on VLE
- Individual audio feedback
- Individual annotation on scripts
- Individual comment sheets
- Individual verbal feedback with tutor
- Peer written feedback
- Peer verbal feedback.

Research Methods in Sports Coaching Level 5	Y	60%					40%		
Participant Development 2 Level 5	Y	30%					70%		
Sport Curriculum 2 Level 5	Y	30%							
Coaching Practice 2 Level 5	Y	70%		30%					
Coaching Pedagogy 2 (option) Level 5		50%							
Community Sport Development (option) Level 5							100%		
Managing Sport Development (option) Level 5							80%		
Sport Event Management (option), Level 5		75%					20%		
Analysis & Acquisition of Skill (option) Level 5		50%	50%						
Strength & Conditioning/ Fitness (option) Level 5		50%	50%						
Level 6									
Participant Development 3 Level 6	Y	30%					70%		
Dissertation in Sports Coaching Level 6	Y							100%	
Professional Practice in Coaching Contexts Level 6	Y	30%							
Sport Curriculum 3 (option) Level 6		30%							
		70%							

	Sport Events in Action (option) Level 6									50%	50%
	Coaching Pedagogy 3 (option) Level 6						70%	30%			
	Advances in Analysis and Acquisition of Skill (optional) Level 6		70%								
	Sports Curriculum Multi Skills: Developing a Fundamental Movement Curriculum (option) Level 6		50%					50%			
	Advanced Strength and Conditioning (option) Level 6		50%								

Employability and Professional Context

By adopting this approach, the course will provide a platform for students to pursue a range of career-related pathways. The course will prepare students for specific career pathways in coaching:

- Children's coach (multi-skill and multi-sport) for all students and a choice of **either**:
- Young people's coach (participation and sport specific emphasis) and early-stage coach developer/facilitator (to support primary school teachers and parent-coaches) **or**
- Performer Development Coach (single sport and focused on young people)

All students will be equipped with the skills to coach inclusively and to promote equity and fairness through coaching in Governing Body, community and educational environments. The course will complement and promote strong synergies with the coaching systems of Governing Bodies and with the UK Coaching Certificate, opening pathways for further professional development in coaching. The course will also equip students to become proactive in emergent pathways in self-employed roles, specialist inclusive coaching and coach developer roles that support parents, teachers and novice volunteer coaches. The course will develop core competences, provide the options for specialism and promote versatility among students.

The course will also prepare students for a number of related career pathways:

- Aspiring researcher (Masters level)
- Aspiring teacher
- Related career options in the graduate employment market

Recent analysis of our graduates' 'next destination' beyond completion of the BSc Sports Coaching degree shows that a very high proportion of graduates progress in one of the following areas:

- Set up own Coaching Company
- Masters and PhD study
- Performance Analysts
- Assistant Lectureships
- Youth Academy/Talent Development Coaching
- PE Teaching
- Primary School Teaching
- Social Working
- Sports Development
- Coaching whilst Travelling the World

Work-Related Activities

Work-related activities are embedded across several modules across all levels of the degree.

To assist the Level 5 and 6 students (those with modules that explicitly require them to be engaging in externally organised coaching placements) in planning for external placement opportunities, campus-based delivery of formal contact time only occurs for Level 5 students on Mondays and Tuesdays, while this is the case for Level 6 students on Thursdays and Fridays. Hence, the remaining 3 days of the working week are intentionally free (beyond any school-based placement commitments that will have been organised for the students by the Course Team) for students to commit to placement-based coaching. Therefore, no clashes between taught delivery and placement commitments should occur. Further, the Level 5 and 6 placements are deliberately structured to run in a cumulative fashion (i.e. rather than one sustained block) due to the significance placed upon developing students' needs analyses and medium-/long-term planning skills (skills that are central to the learning outcomes of the relevant modules and which would be compromised by a blocked delivery model).

In Level 4 students will complete a primary school observation in Coaching Pedagogy and a playground coaching placement in Coaching Practice 1.

In Level 5 students will complete a primary school coaching placement and a sport-specific, multi-sport and/or multi-skill coaching placement both in Coaching Practice 2.

In Level 6 students will complete a sport-specific, multi-sport and/or multi-skill coaching placement and a secondary school placement in Professional Practice in Coaching Contexts. They will also complete a SEN placement in Participant Development 3.

In all instances students will be required to collect evidence in the form of reflections, plans, supervisor feedback, and/or video footage. The use of this evidence will be embedded in summative assessments for all modules listed.

Placement or Work-Related Activity Level:

Levels 4, 5 and 6

Placement or Work-Related Activity Length in Weeks:

Level 4: 9 hours in 1 week in Semester 1 (primary school observation); 2 hours per week for 8 weeks in semester 2 (playground coaching placement). [25 hours in total over 9 weeks]

Level 5: 1 hour per week over 20 weeks, across semesters 1 and 2 (primary school placement); 60 hours across semesters 1 and 2 (independent placement – sport-specific, multi-sport, and/or multi-skill based). [80 hours in total over 30 weeks]

Level 6: 2 hours per week over 7 weeks in semester 1 (secondary school placement); 1 hour per week across 6 weeks in semester 2 (SEN school placement); 80 hours across semesters 1 and 2 (independent placement – sport-specific, multi-sport, and/or multi-skill based). [100 hours in total over 28 weeks.]

Type of Placement or Work-Related Activity:

Coaching

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1	Add 4 new option modules:- “Advanced Strength and Conditioning” “Advances in Analysis & Acquisition of Skills” “Coaching Pedagogy 3” “Professional Practice”. Remove 4 option modules:- “Dance Education, Analysis & Choreography” “Outdoor and Adventurous Activity (Residential)” “Sport and Law” “Dance Education and Community Context”. Course Specification amended under “Course Structure” and “Module Assessment Methods”.	Effective from 2016/17 Academic Year – Level 6.
2	Add 2 option modules omitted when previous minor modifications approved:- “Sport Events in Action” “Strategic Management of Sport Development”. Course Specification amended under “Course Structure” and “Module Assessment Methods”.	Effective from 2016/17 Academic Year – Level 6.
3	To have a discrete Dissertation module entitled “Dissertation in Sports Coaching” for Sports Coaching students. Course Specification amended under “Course Structure” and “Module Assessment Methods”.	Effective from 2016/17 Academic Year – Level 6.