



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	4, 5 and 6
1.5 FHEQ Level:	Bachelor of Arts (Hons)
1.6 Programme Title:	4, 5 and 6
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECoS Code:	100095
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	BA X151
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). A Level BBC - BBB BTEC DMM-DDM or equivalent qualifications DBS clearance may be required in line with current government guidance GCSE English Grade C or above or an acceptable equivalent qualification Level 3 qualification (eg A levels, BTEC) Applications from non-traditional learners with work experience will be encouraged and considered on an individual basis. The following are desirable criteria: Engagement in sport as a participant, coach, leader or volunteer NGB Coaching Awards Leadership Awards (JSLA or CSLA or HSLA) or equivalent Work experience (ideally in the sport coaching sector) Recruitment follows University policies, which promote equality of opportunity. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.

1.13 Accrediting Professional Body/PSRB:	None
1.14 QAA Subject Benchmarking Group(s):	Hospitality, Leisure, Sport and Tourism (2008)
1.15 Other External Points of Reference:	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) QAA UK Quality Code for Higher Education International Council for Coaching Excellence and the European division of the ICCE, the European Coaching Council Sportscoach UK Codes of Practice Department for Education OFSTED National Occupational Standards for Sport Science SkillsActive Endorsement
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	SCOD90 – Work-based Learning
1.18 Foundation Degree Progression Routes:	None
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	October 2015
1.21 Date of Commencement:	September 2016
1.22 Review Date:	September 2022

2. Programme Outline

A Sport Coaching degree from the University of St Mark & St John enables students to develop expertise in coaching underpinned by an in depth understanding of coaching techniques, learning processes, sport analysis, and sports science. The programme also engages them in the study and applied application of sports coaching, which is explored in greater depth through the core coaching modules. The University's productive links with professional sports clubs, as well as elite and community sports programmes in Plymouth and beyond, provides numerous opportunities to develop students' coaching in real-world settings. The BA (Hons) Sport Coaching degree prepares students to work, not only as a coach, but also in a range of roles related to coaching, teaching, and instructing in sporting contexts. The programme still embraces the synthesis between coaching and teaching, and celebrates those pedagogical links.

The world-class sports facilities enable students to develop and apply their knowledge of coaching practice. Their learning will also be supported by lecturing staff holding both the highest academic and industry level qualifications including a UEFA 'A' license in football, and staff tutors in hockey and volleyball, and who are currently coaching in a range of organisations such as professional clubs and schools.

On graduating, students will be equipped to progress into a wide range of sport-related careers, including coaching, physical education teaching, sport development and sport science support. BA Sport Coaching graduates currently work as coaches in professional sport, sport development co-ordinators, PE and primary school teachers, further education lecturers, and armed forces personnel.

The programme is underpinned by current research, theoretical discourse and professional practice. Importantly, the programme is designed for students to become practically competent when working in the sport coaching sector.

2.1 Integrating Sustainability into the Curriculum

3. Distinctive Features

The BA Sport Coaching degree promotes a distinctive and aspirational model of undergraduate education which provides an exceptional student experience in a dynamic and unique way that will positively differentiate the University from the rest of the sector. It retains the strongest aspects from both the BA Sport Coaching & Physical Education degree and the BA Children's PE degree.

The distinctive features of the degree programme include:

- The practical application of the subject knowledge at every level of the degree programme, and in the majority modules. This includes sports participation and coaching of both adults and juniors, at both participation and performance levels;
- The use of exceptional sport and analysis facilities to demonstrate the practical and applied nature of the discipline;
- The opportunity for students to specialise in year 3 of the degree programme in a specific discipline, i.e. advanced analysis or disability & sport for example, or in a performance coaching context.
- The embedding of transferable employability skills in practical sport coaching modules from year 1 of the degree programme;
- The opportunity to work with adult or junior participants, within a module structure, to gain additional professional and employability skills;
- The opportunity to work with qualified staff with a wealth of practitioner experience in both performance and participation sports coaching.

In addition to the above distinctive features, students on the programme will also have the opportunity to refine and practice their skills in an experiential and customer facing capacity. This includes:

- Volunteering opportunities to work with a variety of professional and amateur sports clubs in the growing discipline of sports analysis and video analysis;
- Working in a coaching capacity with a number of different adult and junior sports teams around the region.

The programme has been designed around a back bone of core knowledge running through all levels of the degree. These compulsory non condonable modules provide a unique programme perspective aimed at ensuring an excellent student experience and enable more effective ways of managing staff workloads to create greater capacity for research, knowledge exchange and scholarship.

The programme is specifically focused towards developing students' knowledge and understanding of sport coaching and the coaching process, and applying this within meaningful practice. The programme aims to provide a broad approach to sport coaching and its associated pedagogy to enable students to understand the breadth of the field and the variety of opportunities to develop careers in this field. The programme will also offer students the opportunity to explore and challenge the issues of excluded groups in sport through lectures in modules, SCOC90, SCOC02, SCOD02, PSHS04 and SDVH05. Overall this breadth of study will help

students to future proof their careers in sport coaching in line with this specialist area of study.

A special feature of the Sport Coaching programme is the strong links with practitioners through key programme partners, including Alumni practitioners, National Governing Bodies, County Sports Partnerships, School Sport Partnerships, and the commercial and voluntary sectors.

Students engage through volunteering, work placements and undergraduate research, thus providing them with the opportunities to develop their employability skills by being actively involved in real-life sports coaching initiatives. Our students will also continue to have the opportunity to achieve the Level 3 AfPE qualification, 'Supporting the delivery of PE and school sport' that is integrated into the programme. This valuable qualification enables sports coaches to secure employment in schools delivering both curricular, and extracurricular, PE and sport as part of the governments Sport Premium funding.

4. Programme Aims

The programme aims to foster a culture of continued personal and professional reflection to support career development planning. The successful completion of the programme will give the graduate the skills necessary to work within the sports coaching sector, and opportunities to continue to study at postgraduate levels.

The Programmes aims to:

- Develop students' critical thought, intellectual reasoning and practical competence for application to diverse settings.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific programme aims:

- To enable students to acquire a solid foundation in their knowledge, understanding and practical experience of the underlying concepts, theories and principles of sport coaching, coach education, teaching physical education and underpinned by sport analysis and sports science.
- To allow students to develop their intellectual and practical skills in applied aspects of sport coaching, coach education, teaching physical education, sport analysis and sports science.
- To facilitate students' growing appreciation in relation to the harmonisation of sports coaching, physical education teaching and sport analysis.
- To develop the abilities and competencies of students to become critical thinkers and independent learners.
- To enable students to study historical, social and contemporary issues in sport coaching and physical education.
- To prepare students for employment or for postgraduate study by equipping them with a diverse range of skills.
- To enhance employability with the development of a range of skills and attributes relevant to the sector.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities.

5. Programme Learning Outcomes

The programme outcomes indicate the range and level of capabilities, which all BA (Hons) Sport Coaching students should have achieved upon completion of the programme. These have been formulated in line with the 2008; level 6 framework for higher education qualifications in England (FHEQ) which state that holders of a Bachelor's degree with honours will have the qualities necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

These outcomes are promoted and developed throughout the programme. The modules have been designed to ensure that the students have the opportunity to be assessed in a variety of skills throughout the programme. Specific information about learning outcomes for each module is provided in the module descriptors.

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive and critical understanding of the underlying concepts, processes, theories and issues underpinning sport coaching of both junior and adult participants, teaching and sport development;
2. An understanding of the moral, ethical, educational and legal issues which underpin professional practice in sport coaching;
3. An ability to apply and interpret the findings of research in the realm of sport coaching, coach education and physical education settings;
4. An ability to apply processes of learning to the contexts of sports coaching, coach education and physical education teaching;
5. An understanding and ability to utilise ICT within sports coaching, physical education teaching and general sport contexts;
6. An understanding of the issues of inclusive practice, having been given opportunities to challenge these issues and explore the concepts of excluded groups in sport.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

7. Critically assess and evaluate evidence to develop reasoned and informed argument;
8. Describe, analyse and interpret data using a variety of appropriate techniques;
9. Use and interpret knowledge and information to solve problems in theoretical and practical contexts;
10. Research and critically evaluate theories, principles and concepts in sports coaching and physical education with minimal supervision;
11. Apply existing theories, concepts and techniques to solve new problems;
12. Take responsibility for their learning and continuing professional development.

Practical skills:

By the end of this programme students should be able to demonstrate:

13. Demonstrate safe and effective field based practice in the realms of coaching both juniors and adults, video analysis, education, leadership and laboratory work; to include risk assessment and the identification of emergency procedures.

14. Undertake appropriate needs analysis to inform progressive training designed for athletic performance in the different populations ie. children and adults.
15. Demonstrate technical proficiency across a range of practical contexts in sport coaching, analysis and coach education;
16. Demonstrate competence in the ability to disseminate good practice;
17. Demonstrate effective leadership skills with a range of stakeholders in the context of sports coaching, coach education and physical education teaching.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

18. Communicate effectively in a variety of forms reflective of a sports coaching environment.
19. Critically reflect and evaluate personal strengths and weaknesses.
20. Work effectively as a member of a team and take responsibility for leadership where appropriate.
21. Select and manage information using appropriate ICT, including the internet, word processing, spreadsheets and statistical and video analysis software packages.
22. Select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
23. Have confidence to challenge received opinion and debate in a professional manner.

6. Learning and Teaching Methods

(To include a paragraph on the learning and teaching strategy)

Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.
Computer based learning / E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Crit / Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
Critical reflection:	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed Study and reading	Specific reading task set by the lecturer for students.
Field work	Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room.
Electronic material	This includes moodle based exercises and other software
Group discussions	A focus groupwork together to discuss opinions and gauge their responses to specific stimuli.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.

Guest speaker	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Independent learning/directed self study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures/whole group lecturers	Subject introduced and delivered by the teacher in a specific time which transmits information
Observation (methods)	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer group study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and professional development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical sessions (including Field and Laboratory based investigations)	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
Presentations	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Seminar groups	These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.
Student-led presentations	Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Video viewing and analysis	Students view instructional/educational videos for academic content
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
Work based tasks	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6.1 Learning Enhancement

The BA (Hons) Sport Coaching Framework adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and

vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport development to professional practice. Modules in the Sport Coaching Framework carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective Module Leaders and Lecturers.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course will employ a variety of approaches, such as guest speakers, course conferences and applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of industry qualifications.

6.2 e-Learning

The team recognises the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme also has a twitter feed that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

(To include a paragraph on the assessment strategy)

The assessment strategy of the BA (Hons) Sport Coaching programme uses a holistic approach incorporating formative and summative achievement of Learning Outcomes. Good examples of formative and summative assessment can be found in SCOC90 where students are given formative feedback on essay structure and content before resubmitting an expansion of this piece of writing for summative assessment. It is also present in practical assessments in SCOC01 where students are given verbal formative and corrective feedback on their coaching delivery before being summatively assessed on their delivery at the end of the module. Similar practices occur through year's 2 & 3 on modules SCOD90, SCOD04, PSEH04 and then COAH05. COAH05, specifically, uses a coaching practice matrix for each individual student which is completed each week in a different colour to enable the student to see where their improvements can be made. Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module Learning Outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide the student.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment will be employed to support students in their learning and development.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will potentially avoid the temptation for plagiarism within formative and summative assessment. This will support an objective approach to assessment against the academic criteria.

The programme team use anonymous marking on exam scripts and aim to move towards increased anonymous marking of coursework once the University systems are in place to enable this. Certain practical elements of the programme and presentations and personal reflections cannot be marked anonymously and students have indicated that they like specific feedback that is personal to their work.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will potentially avoid the temptation for plagiarism within formative and summative assessment and will support assessment against the academic criteria. The university uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly, which was not always achieved via handwritten assessment forms.

Glossary of terms

Application and interview: An assessment whereby students go through the process of applying for a job and are subsequently interviewed.

Assignment: An extended piece of written work, which includes research and/or own reflective practice

Case study: An analysis of a real-life example within the field.

Critical Review/literature review: A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.

Essay: A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.

Evaluation/Evaluative Report: An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of a placement, event, work experience etc.

Examination: Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

Fieldwork: Assessment based on practical work, which can take a variety of different forms according to the module.

Honours Project: An in-depth independent study of 10,000 words, or equivalent, chosen by the student.

Online Assessment: Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

Oral Presentation: A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.

Peer evaluation: A form of assessment in which assessments by the students are made of each other and which contribute towards the module grade.

Portfolio / E-Portfolio / Resource File:/Reflective Portfolio: A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievement.

Poster Presentation: Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills

Practical Assessment: Practical performance measured against set criteria using recognised guidelines or national awards.

Reflective journal: An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.

Report: A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.

Research proposal: A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

8. Exemptions to University Regulations

None

9. Work-Based Learning/Placement Learning

The Sport Coaching Framework provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain new skills and experiences that will enhance their future employability. Students will have structured work experience opportunities (SCOD90), and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest.

All students that engage in work based modules are allocated a University Placement Tutor who

confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations. Placements are supported and monitored in relation to feedback, monitoring and review as follows. Placement providers are afforded several opportunities to feedback through-out the Faculty placement process:

- When placements are confirmed Placement Supervisors are supplied with the email address and/or telephone number of the member of staff that will be acting as the student's University Placement Tutor (UPT). We promote the notion of open lines of communication and welcoming feedback.
- The *Placement Learning Agreement* states that one of the responsibilities of the placement provider is to 'promote and facilitate open lines of communication with the student's UPT or other representative from the university', and 'provide on-going and timely feedback directly to the student, and alert the student and/or UPT of any causes for concern'.
- The mid-placement *Declaration of Placement Attendance and Formative Assessment* and *Declaration of Placement Attendance and Summative Assessment* which is completed by the Placement Supervisor also provides Placement Supervisors with an opportunity to feedback on any aspect of the placement processes and procedures outside of the students' performance.
- At the end of the placement the Placement Supervisors are emailed via InPlace to thank them for offering and facilitating a placement, and they are invited to feedback on the placement process via the InPlace, InSight functionality.

All feedback is collated by the Module Leader and Employability Coordinator – Sports & Health Sciences, discussed and reflected on during module 'wash-up' meetings with module staff, and where appropriate, processes and procedures are amended accordingly.

Students can also engage with industry at several other points throughout their programme, though applied projects (SCOD90), practical delivery and coaching (SCOC01; SCOD03; PSEH01; SCOH05) and applied sports coaching analysis (SCOD01; SCOH02; SCOH04). The programme is strongly vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the sports industry is integral to the programme and the breath of the sporting landscape and employment opportunities becomes apparent to students. The programme has strong industry links via its Alumni.

10. Programme Structure

The programme structure is noted below. Years 1 and 2 of the programme are prescribed with the non-condonable modules noted in line with University curriculum model and policy. Year 2 of the programme also includes one compulsory non-condonable module which is Work Based Learning (WBL) again in line with University policy. In year 3 the Honours Project (40c) is non-condonable, and one of 3 compulsory modules.

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCOC90	Engaging with Learning: Sport Coaching	20	100% Coursework	Semester X	Compulsory	Condonable
SCOC01	Coaching and Teaching: Process & Practice	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
SCOC02	Sport Science Principles of Growth and Development	20	100% Coursework	Semester B	Compulsory	Condonable
SCOC03	International Studies in Sport & PE	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
PSEC01	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
SPDC10	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCOD90	Work-based Learning: Sport Coaching	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SPDD25	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable
SCOD02	Learning Theory & The Learner	20	100% Coursework	Semester A	Compulsory	Condonable
SCOD01	* Practical Aspects of Performance Analysis in Sport	20	100% Coursework	Semester A	Compulsory	Condonable
SCOD04	Coaching Theory & Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

SCOD03	*Sport Science for Sport & PE	20	60% Coursework 40% Exam	Semester B	Compulsory	Condonable
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Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
PSEH01	Pedagogy in Practice	20	30% Coursework 50% Exam 20% Practical	Semester A	Optional	Condonable
SPDH11	Sport in Society	20	100% Coursework	Semester B	Optional	Condonable
SCOH01	Leadership and Management	20	100% Coursework	Semester A	Optional	Condonable
SCOH02	Performance Coaching	20	40% Coursework 60% Practical	Semester A	Optional	Condonable
SCOH03	Achieving High Quality in Sport Coaching & Education	20	100% Coursework	Semester B	Compulsory	Condonable
SCOH05	Coaching Children in Sport	20	60% Coursework 40% Exam	Semester B	Optional	Condonable
SPDH13	Sport and Disability	20	100% Coursework	Semester B	Optional	Condonable
SCOH04	Advanced Analysis in Sport Coaching	20	100% Coursework	Semester B	Optional	Condonable
PSEH03	Diversity in Physical Education	20	100% Coursework	Semester B	Optional	Condonable

Key: Semester X = A & B

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

An established Professional Advisory Group provides valuable guidance regarding the on-going development of the programme and placement opportunities for students. Members of the Professional Advisory Group were consulted regarding this provision and some members are Alumni of the programme or employ Alumni within their organisations. The membership of the PAG will be reviewed on an on-going basis to ensure broad representation from industry.

13. Academic Progression Opportunities

Students with a BA Honours degree will have the opportunity to pursue post graduate education. Students may access a University of St Mark and St John Post Graduate Certificate in Education in

with either a specialism in Primary or Secondary school; Masters level study; or MRes or PhD studentships. Many students on the programme have historically gone on to higher level study, notably teaching training, with both this university and other providers. Students will be made aware that post graduate progression is available within the context of lifelong learning, and long-term relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

The Coaching Workforce Document 2009 -2016 (Sports Coach UK, 2009) identified that the demand of increased number of participants' 'guided hours' will require an increase in the need for sports coaches – particularly for young people. Hence, the Sport Coaching programme is uniquely positioned to provide excellent employability opportunities to graduates. The programme provides a breadth of opportunity whilst allow students to follow their own interests through applied projects, placement and research. This breadth creates employment opportunities upon graduation and also opportunities for students to utilise their degree in the long term as their careers develop. Sport Coaching graduates work in a wide variety of sporting roles across the sector, and organisations covered through the programme.

The programme also prepares students for postgraduate level study and can provide some preparation for those wishing to progress onto teacher training or Masters programmes. There are a variety of immediate employment opportunities following graduation including, Sport coaching roles or National Governing Bodies. Students seeking employment as a sports coach will be advised to gain NGB coaching qualifications alongside their degree studies.

Additionally, the Department for Culture, Media and Sport (DCMS) has suggested that there will be a demand for graduates, skilled in specific aspects of sports provision, for many years to come. Specifically the DCMS Science and Research Advisory Committee (SRAC, now superseded by the DCMS Science Advisory Council) have updated the policies, relating to maintaining growth and development (2015), from the 2012 Olympic and Paralympic Legacy, Sports Participation and Elite Sports Performance aspects. These policies suggest that in order to maintain the continued development, success and achievement then suitably qualified professionals must be in place to deliver the operational aspects of the policies. To that end the demand for sport coaching graduates would appear to be high for the foreseeable future.

Specific employability and career opportunities include:

- **Professional Sport Coaching:** working within professional organisations in a coaching capacity, or supporting the coach and training of athletes;
- **Performance:** professional sporting governing bodies and semi-professional competitive sport;
- **Teaching:** post graduate certificate of education, primary or secondary physical education;
- **Research:** Master's and PhD study in specific sub-disciplines of sport and exercise science;

Furthermore, the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills' can be delivered are addressed in several ways within the BA Sport Coaching degree;

- Integrated into the curriculum (use of case studies, presentations, personal development planning (PDP), accredited modules)
- Additional on/off campus activities (summer experiences, volunteering, practical delivery)
- Work placements / industry events
- Careers advice and industry style job interviews

The integration of employability skills into the curriculum has been ensured by considering the alignment of module content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- Literacy and Numeracy
- Positive attitude
- Use of IT

This is alongside the 'Enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully

Responding to challenges

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The lecturing team always seek to develop positive relationships with students to ensure there is an on-going, and continuous, dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience. Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students, and Module Reports made available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment, and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and subsequent Response, are made available to students and are discussed formally at SSLC.
- The Programme Team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

17. Other Stakeholder Feedback

Employers and applied practice partners feedback via modules. For example the placement providers on work based learning provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams.

Graduates (Alumni) remain connected via the social media platforms in the absence of a coordinated university wide strategy. The programme Alumni contribute with placements, events and lecture contributions which ensures industry connections and engagement.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

