

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:	BA (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Sport Development and Coaching
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:	100096
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	C602
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
1.14 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism, 2019
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework Advance HE (former HEA) Employability Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place within modules at Level 5 (SDED52) Engaging in Employability: Sport Coaching, Management and PE and (SBMD01) Event Management in Sport & Physical Activity. Work-based learning approaches are embedded throughout the programme through University-employer partnerships and collaborations including guest speakers, field trips, and events.

1.18 Foundation Degree Progression Routes:	FdA Sport Development and Coaching
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	December 2019
1.21 Date of Commencement:	September 2020
1.22 Review Date:	September 2026

2. Programme Outline

The BA (Hons) Sport Development and Coaching degree is for those who are passionate about sport and physical activity and who want to develop their knowledge, understanding and experience of the development and management of sport and physical activity as well as understanding the important role of coaches. The Sport Development and Coaching programme provides students with the opportunity to learn more about the trends, issues and challenges in creating a more active nation, the creation of high-quality sporting opportunities within various environmental contexts, and the crucial role of the coach as part of this process.

The programme is commensurate with current government thinking around the impact of sport which 'looks beyond simple participation to how sport changes lives and becomes a force for social good' by helping students to understand the wider transformative impact of sports development and coaching work. Sport England (2016) and UK Coaching (2017) have provided a new and broader definition of coaching, which is aligned with what is arguably considered to be the very ethos and culture of much traditional 'sports development' work. They define coaching as 'improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations'. Such a statement challenges what we deem to be effective coaching, but also considers the impact of our work in creating high quality sport and physical activity experiences to benefit the health of the nation, lower crime, improve education, or in its purest sense, clearer player and participant pathways to aid retention in community sport. Essentially, coaching can bring individual and personal wellbeing to both the coach and the participant, but perhaps most pertinently can make a valuable, social and economic contribution to society by building stronger and healthier communities. In short, the Sport Development and Coaching programme proposes to help students to understand the role of sports development practitioners, including coaches, in acknowledging their role in contributing to the health, wellbeing and development of wider society.

The programme covers core issues in sport development and coaching as an area of academic and applied study to equip students with a broad understanding of local, national and international aspects. Students develop critical analysis skills and work towards increasing independence. Work-based learning opportunities and placements provide valuable professional experience to enhance students' applied understanding and to build a network of industry contacts. The University and programme team have well-established partnerships with a diverse range of organisations, including professional and amateur sports clubs, leisure companies, local authorities and charitable organisations.

Students are strongly encouraged to use these networks to accrue a range of additional volunteering or work experience, which they can then formally record using Marjon's Volunteering programme. Students are also encouraged to engage with activities and opportunities offered by the Futures employability team to further enhance their experiences and professional networks.

The impact of globalisation is considered through integration of international examples and case-studies, in particular within Strategic Sport Management, and Sport in a Global Society modules.

Additionally, students have the opportunity to gain international experience through study abroad options and through the University's relationship with Camp America.

The programme aims to develop individuals with a strong theoretical and practical understanding of sport development, physical activity and coaching that is applied to the sports industry to enhance 'professionalism' within the sector. The successful completion of the programme will give the graduate the skills necessary to work within and beyond sports sectors and to continue to study at postgraduate levels.

2.1 Integrating Sustainability into the Curriculum

Defining Sustainability

Although sustainability and sustainable development has various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

Education for Sustainable Development

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- global citizenship
- environmental stewardship
- social justice, ethics, and wellbeing
- the consequences of actions / future thinking

A systematic approach has been taken to embed sustainability across the programme in a manner that goes beyond simply talking about sustainability. Students will apply learning through opportunities to experience sustainable practice and using skills for sustainable practices aligned to Sport Development and Coaching and the sector landscape. This will be enhanced by teaching and learning activities such as: Visiting lecturers with subject specific sustainability knowledge, work-based learning with the Corporate Social Responsibility arm of organisations, and reflection on business values.

The programme is designed to be resource efficient whilst providing a strong academic and industry education for students. The programme is designed to utilise modules from the School of Sport, Health and Wellbeing, which are shared across programmes so that classes are resource efficient and highly effective to enhance the student experience through a cross-pollination of ideas, experiences and opportunities across the programme teams and staff expertise.

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of sport development and coaching and are particularly addressed within the modules SDEC52, SMBC01, SDEC54 and SBMH01. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment using e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there

will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

- Alignment with CIMSPA accreditations, which place the programme right in the centre of contemporary developments within this dynamic field.
- Close liaison with key local delivery partners across all three years of study, giving students the chance to build networks through their involvement in real community projects.
- Assessments closely aligned to student experiences on real projects with real organisations, which encourage each student to reflect upon the impact of their own work, and also on the legacy provided to enhancing sport and physical activity in the local community.

Sports lecturers have extensive knowledge of the sports industry in sport management, sport development, coaching, health and physical activity. The team has long-standing partnerships with sports organisations which employ an extensive alumni network (3.1). Students will gain excellent opportunities and networks in both sport development and coaching through industry partnerships, real-world experience and work-based learning, whilst there are opportunities for field trips and off-site visits with local and national sports organisations and event providers (3.2). Finally, the programme is also distinctive through its accreditation through the endorsement from the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) (3.4 and 10).

3.1 Industry Partnerships

A special feature of the Sport Development and Coaching programme is the strong link with sport and physical activity providers and industry placements. Plymouth Marjon University has a strong alumni network of practitioners within public, private and voluntary sector organisations, including National Governing Bodies (NGBs), Active Partnerships (AP), School Sport Partnerships (SSPs) and local authorities, and professional sports clubs such as Plymouth Argyle FC, Plymouth Raiders Basketball Club and Plymouth Albion RFC. These links provide students with the opportunities to develop their employability skills by being actively involved in a real-life sports project in partnership with sector organisations which subsequently helps to build professional confidence, identity and networks. The programme aims to foster a culture of continued personal and professional reflection to support career development planning.

3.2 Field trips and community engagements and events

Students will have the opportunity to undertake field trips and a range of curriculum enrichment activities via sports and physical activity and event providers. There are opportunities embedded within modules and through volunteering to assist and lead with the delivery community sports events in collaboration with local partner organisations.

3.3 Accreditation and Endorsement

The programme is designed to achieve dual sector specific endorsement of the Assistant Coach and Coach professional standards through the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This dual accreditation ensures that the programme is aligned to industry best practice and with sector and employer expectations. The University, students and sector employers will recognise the benefits of endorsement benefits long after graduation (see section 10 accreditation).

4. Programme Aims

General Programme Aims:

- 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 academic and applied industry skills.

Specific Programme Aims:

- To develop a critical understanding of the concepts, theories and principles related to sport development and coaching.
- To develop a critical awareness and insight of the application of sport development and the coaching processes involved across diverse groups and settings.
- To enhance employability with the development of a range of skills and attributes relevant to the sport and physical activity sector aligned to CIMSPA professional occupational standards in Coaching.
- To provide conditions for applied learning and practice with a range of work-based and voluntary opportunities in real-world sport settings.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A comprehensive understanding of the concepts, theories and applied issues related to sport development and coaching.
2. A critical understanding of the core issues related to soft customer service skills and leadership and management for sports and physical activity initiatives and events.
3. A critical ability to critically plan, deliver and evaluate applied practice in coaching using innovative approaches that take account of client, stakeholder and customer needs and perspectives.
4. A critical understanding of good practice, taking account of moral, ethical and inclusive practice, which underpin professional practice in sport.

Intellectual skills:

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

5. The ability to critically review, synthesise and evaluate relevant and appropriate academic and industry literature in the context of sport development and coaching.
6. The ability to critically assess and evaluate evidence to develop reasoned and informed argument.
7. An ability to critically use and interpret knowledge and information to solve problems in theoretical, operational and practical contexts to sport development and coaching.
8. An ability to critically apply research methodologies and interpret the findings of research to sport development and coaching.

Practical skills:

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

9. The ability to plan, deliver and critically evaluate effective sport and physical activity coaching interventions taking account of the diverse needs of customers, clients and stakeholders across diverse sport sector settings.
10. A critically reflective ability to utilise effective listening, negotiation, persuasion and networking skills to develop an effective career in sport.
11. A critical ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
12. A critically reflective ability to lead and manage real-world sport projects and events.

Transferable / key skills:

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

13. A critical reflective ability to articulate and explain information through verbal and non-verbal formats in appropriate ways to meet the needs of a variety of audiences.
14. A critically reflective ability to communicate and collaborate effectively as a member of a team and take responsibility for leadership where appropriate.
15. The ability to work independently, to critically reflect and evaluate personal strengths and weaknesses in knowledge, skills and experience related to the sport development, physical activity and coaching environments and take responsibility for continuous professional development.
16. The ability to select and manage information using appropriate digital resources, including the internet, word processing, spreadsheets and other software packages.
17. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
18. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
19. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

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

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including VLEs, self-directed study etc.

Case Study	A group of people, or an individual, engaged in study or work, based on a 'real-life' situation in a practical field.
Experimental Learning Activities	Students are engaged in practice, practical, or applied experiences and coaching.
Field Trip/Offsite Visits	Students engage with an off-site visit and experiences through field work.
Formal Coach/Leader Education	Certificated coaching / activity leadership education.
Group Discussions	A focus group work together to discuss opinions and gauge their responses to specific stimuli. These can take place internally and externally with local industry experts.
Guest Speakers	Using specialists from the sports sectors to present information to students. Typically refers to when a guest speaker explains or shows some content to a specific learning audience.
Independent Study	Activities where an individual learner conducts research or carries out a learning activity on their own. Students work independently drawing upon resources provided by the teaching staff such as reading lists and virtual learning environment materials. A virtual forum on the virtual learning environment, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Industry Simulation	Industry simulation may be employed if real-world projects are curtailed due to un-foreseen circumstances that may prohibit direct industry contact. Simulation may include internal industry projects for the university.
Lectures	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Practical	Students engage in practical physical activities as both coach and participant.
Practical Sessions	Student activity e.g. learning a skill or group work. This can also project delivery in the local community or with local sports organisations.
Seminar	A larger group of people (e.g. 12-20) following up something that has already been introduced on the course. Often involves relevant reading followed by discussion/group tasks.
Student Event Management	Students engage in the planning, delivery and evaluation of real-life sports events working collaboratively together and with sports industry professionals.
Student Practice	Students practice their applied coaching skills with peers. This practice is then extended to work with external clients.
Tutorials	One-to-one teaching usually for counselling purposes based on the learners' work.
Virtual Learning Environment	A software system designed to support learning and personal and professional development in an educational setting. A

	variety of innovative reusable and blended learning materials can be utilised through this medium. Students are supported through the Futures (Employability Team) and Digital Innovation Team (E-learning specialists).
Work-Based Learning/Placement	A work-based learning placement in a sports related organisation, where students engage with industry professionals in a professional sport development / coaching environment. W-B Learning events take place within a working environment, enabling learners to develop and apply 'real' skills and practices within a sports industry operational setting.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

The central teaching and learning methods are identified on individual module descriptors. Where applicable module delivery is enhanced via the application of any of the teaching methods identified in Section 6.1: Teaching Environment.

6.2 e-Learning

Members of the subject team all utilise the Marjon Virtual Learning Environment (VLE) as a mechanism to provide a variety of e-learning opportunities to students. This includes, online-learning through Microsoft Teams, lecture capture, lecture and seminar materials, e-journals, e-books, online class tests, and news forums. Teaching examples include the use of Microsoft Teams, edublogs to review placement experiences, on-line assessments, and the provision of podcasts, discussion forums and reusable learning objects.

The use and deployment of e-resources in delivery of the Sport Development and Coaching programme is crucial to maintain professional standards and allow the dissemination of information between students, academics and guest practitioners whose material can be stored and distributed on the VLE repository. Students within the Sport Development and Coaching programme will be encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience in order to develop applied skills and to communicate their experiences to future employers via appropriate social media platforms.

7. Modes of Assessment

(To include a paragraph on the assessment strategy)

The assessment strategy of the programme includes a range of assessment methods that incorporate the formative and summative achievement of learning outcomes. Achievement of learning outcomes is formative through responses to assessment-orientated activities in lectures, seminars and applied practical activities. Students are 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 on the VLE. Students are provided with assignment guidance and Marking Frameworks are made available so there is transparency in the marking criteria, so students have a clear understanding how to achieve higher grades, why they achieved the grade they did, and how they can aim to improve current and future assignments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding, professional, practical skills and transferable skills. Students are

encouraged to reflect on their own practice within assignments and take responsibility for continuous improvement in their learning journey through HE and onto professional practice. The University uses Turnitin electronic assessment submission, this 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.

Method	Description
Case Study	A detailed investigation into a specific issue or organisation that allows for deeper understanding of contextual and specific knowledge. Cases can be considered in line with academic and theoretical knowledge or industry practice to identify good practice and areas for development.
Coursework (Honours Project)	An in-depth independent study of 7000 words, or equivalent, chosen by the student. This may include a variety of approaches such as a traditional research dissertation or applied work such as consultancy or project work.
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 sport business management question based on synthesis and analysis.
Event Delivery	Group practical, with professional assessment of execution of event. Through group work, students will work in partnership to produce develop and deliver a sport or physical activity event in collaboration with an industry partner.
Event Reflection	Students are also assessed on their ability to reflect on their learning experience through the event planning, delivery and evaluation stages of the event management cycle.
Job Application Pack (Letter, CV, Interview and Presentation)	An assessment whereby students go through the process of applying for a job and demonstrating how they apply appropriate sport development and coaching skills and professional experiences to an applied role. Students are interviewed and assessed by subject academics and sports industry partners.
Online in class test (multiple choice)	Students are examined on a topic related to Sport Development and Coaching under exam conditions through an in-class test and are given multiple-choices of answers to set questions to test knowledge and understanding.
Presentation (Individual or Group)	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic in sport business management either as an individual or in small groups.
Portfolio	A portfolio of engagement with class related tasks and independent tasks related to the applied practice of Sport Business Management principles and practices.
Portfolio (Practical)	A resource folder containing a collection of evidence of practice associated to the specific discipline or experience in sport business management. This is completed online via an edublog project work, feedback from organisation, a weekly blog, hours sheets/logs, their checklist of tasks against their placement learning objectives.

Portfolio (Reflective)	Portfolios enable students to capture practical and industry related experience and practices and to reflect upon and evaluate their current and future learning in relation to these. Students complete a reflective essay based on their placement experience, engaging in reflection and critique their application of business management experiences in relation to their own personal journeys and graduateness/employability.
Portfolio Report	A report of evidence and reflection of employability related tasks, engagement with industry professionals, and employment related research into sports organisations to provide support information for the job application process.
Poster Presentation	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed, specific to the information contained within the poster. Assesses knowledge of the topic and effective communication skills.
Practical Coaching Session / Coaching based practicals	Planning, delivery and evaluation of sport coaching, sport and physical activity delivery. Practical performance measured against set criteria using recognised guidelines or national awards
Reflective Portfolio	Based upon practical experiences throughout the module, including community visits. Records and reflections of applied industry/community.
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 sports related research.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Work-based learning takes place within modules at Level 5 (*Engaging in Employability: Sport Development and Coaching* and *Event Management in Sport & Physical Activity*) and Level 6 (*Inclusive Coaching in Sport and Physical Activity* and *Physical Education and School Sport*). Work-based learning approaches are embedded throughout the programme through University-employer partnerships and collaborations including guest speakers, field trips, and events. Through the *Honours Project* (SHSSP1) students may undertake a traditional research dissertation, or complete an applied project, such as sports industry consultancy project, or project evaluation, to fulfil the requirements the honours project with support from staff from the School of Sport, Health and Wellbeing.

Students take SDEH54 *Graduate Employability in Sport* where they engage with employers through guest workshops. The module is assessed through a job application scenario in collaboration with sport industry partners.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SDEC51	Introduction to Sport Development and Coaching (<i>Immersive module</i>)	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
SBMC01	Introduction to the Management of Sport	20	60% Coursework 40% Exam	Semester b	Compulsory	Condonable
SDEC53	Organisations in Sport & Physical Activity	20	70% Coursework 30% Exam	Semester B	Compulsory	Condonable
SDEC54	Sport in the Community	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC55	Coaching for Sport and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCPD01	Sport and Education	20	100% Coursework	Semester A	Compulsory	Condonable
SBMD01	Event Management in Sport & Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
SDED52	Engaging in Employability: Sport Coaching, Management and PE	20	60% Coursework 40% Practical	Semester X	Compulsory	Condonable
SDED53	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

SCPD04	Coaching and Theory and Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
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Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable
SBMH01	Strategic Sport Management	20	100% Coursework	Semester B	Optional	Condonable
SDEH51	Inclusive Coaching in Sport & Physical Activity	20	100% Coursework	Semester A	Compulsory	Condonable
SCPH02	Coaching Children in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable
SDEH54	Graduate Employability in Sport	20	50% Coursework 50% Practical	Semester B	Optional	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEC51	Introduction to Sport Development and Coaching (<i>Immersive module</i>)	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC52	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
SDEC55	Coaching for Sport and Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SBMC01	Introduction to the Management of Sport	20	40% Exam 50% Coursework	Semester A	Compulsory	Condonable
SDEC53	Organisations in Sport & Physical Activity	20	100% Coursework	Semester B	Compulsory	Condonable
SDEC54	Sport in the Community	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCPD01	Sport and Education	20	100% Coursework	Semester A	Compulsory	Condonable
SBMD01	Event Management in Sport & Physical Activity	20	70% Coursework 30% Practical	Semester X	Compulsory	Condonable
SDOD04	Coaching and Theory in Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SDED53	Inclusion in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
SDED52	Engaging in Employability: Sport Coaching, Management and PE	20	60% Coursework 40% Practical	Semester X	Compulsory	Condonable
SDED54	Research and Critical Inquiry in Sport	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
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SDEH51	Inclusive Coaching in Sport & Physical Activity	20	100% Coursework	Semester A	Compulsory	Condonable
SCPH02	Coaching Children in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SDEH54	Graduate Employability in Sport	20	50% Coursework 50% Practical	Semester B	Optional	Condonable
SHSPP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable
SBMH01	Strategic Sport Management	20	100% Coursework	Semester B	Optional	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
SDEC51	Introduction to Sport Development and Coaching	1 & 7
SDEC52	Foundations in Sport Development	2 & 3
SDEC55	Coaching for Sport and Physical Activity	4 & 8
SBMC01	Introduction to the Management of Sport	6
SDEC53	Organisations in Sport & Physical Activity	6
SDEC54	Sport in the Community	5

Threads Level 5

Module Code	Module Title	Thread
SCPD01	Sport and Education	2 & 3
SBMD01	Event Management in Sport & Physical Activity	6 & 8
SDED53	Inclusion in Sport and Physical Activity	4 & 5
SDOD04	Coaching and Theory in Practice	4
SDED52	Engaging in Employability: Sport Coaching, Management and PE	7 & 8
SDED54	Research and Critical Inquiry in Sport	1

Threads Level 6

Module Code	Module Title	Thread
SHSSP1	Honours Project	1 ,2, 3,4 & 5 (depending on focus)
SBMH01	Strategic Sport Management	2,3,6
SDEH51	Inclusive Coaching in Sport & Physical Activity	4 & 5
SCPH02	Coaching Children in Sport	3, 4, 8
SDEH53	Leadership, Management and Mentoring in Sport	6
SDEH54	Graduate Employability in Sport	2,7

- 1: Study skills, research skills/research process and reflective practice
- 2: Core themes in sport development, development of sport and development through sport
- 3: Sport policy theory to practice
- 4: Coaching theory to practice
- 5: Community and inclusion: Inclusion theory to practice
- 6: Organisation and Management of Sport
7. Career development and employability
8. Applied experience (work based/work orientated) and reflective practice

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

The programme is mapped with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Occupational Standard, 'Assistant Coach' and 'Coach'. Upon successful confirmation of CIMSPA's endorsement, students can achieve both the 'Assistant Coach' and 'Coach' criteria through Level 4 and 5 modules. Level 6 modules in coaching are also aligned to further reinforce and strengthen the programme's mapping to CIMSPA endorsement criteria. The programme is also mapped to Professional Environmental Standards 'Working in the School Environment (Out of Curriculum)' – student must select SDEH55 Physical Education and School Sport to fully achieve endorsement standards. Industry alignment and accreditation ensures that students who successfully complete the programme can demonstrate to employers that they meet the industry recognised criteria from the Chartered Institute for the Management of Sport and Physical Activity and demonstrate occupational competence. CIMSPA endorsement therefore improves students' employability as the sector moves towards employing industry professionals with qualifications that meet the national occupational standards of the chartered institute. The students that take the degree programme in sport development and coaching will be one of a limited number of graduates who hold 'Assistant Coach' and 'Coach' mapped to a Level 6 (Honours Level) qualification.

12. Professional Advisory Group

The team is working with key industry partners who act in the capacity of a formal Professional Advisory Group. Industry practitioners are key players in the programme and contribute through module delivery and therefore there is an ongoing dialogue with professionals across the sector. The Sport Professional Advisory Group operates according to the terms of reference which outlines the role and function of the group. Essentially the Sport Professional Advisory Group acts as local consultants to support the quality of the degree programme and to enhance student learning and assessment in both academic and applied contexts

13. Academic Progression Opportunities

Students can progress to the Postgraduate masters through the MRes framework and master's provision and PhDs. There are alternative professional development opportunities internally through a Coaching and Mentoring PGCert and teacher training (PGCE). Students may also pursue continued study outside of the University through other HEIs.

14. Employability and Career Progression Opportunities

As a highly transferable degree graduates will have the option to move into a variety of careers across the sports landscape in the commercial, public and voluntary sector organisations. The programme is aligned to CIMSPA Professional Occupational Standards 'assistant coach' and 'coach'. The programme is also mapped to Professional Environmental Standards 'Working in the School Environment (Out of Curriculum)'. The professional standards ensure the programme is aligned to the industry requirements which therefore enhance students' employability. The programme is mapped to CIMSAP industry endorsement where specific criteria is mapped as part of the endorsement process to specific modules. These mapping documents are available upon request and CIMSPA complete an annual check of the programme.

Employability is embedded in the programme in the first year from the immersive module in semester A, through to applied modules in coaching (SDEC55 Coaching for Sport and Physical Activity). In year two employability is embedded through connections with sports industry partners through SBMD01 Event Management in Sport & Physical Activity and through a formal industry placement through, SDED52 Engaging in Employability: Sport Coaching, Management and PE. Students employability is also enhanced through their demonstrate applied inclusive practice through SDED53 Inclusion in Sport and Physical Activity and finally applied coaching in community and professional settings through SDCD04 Coaching Theory and Practice. In the final year students gain applied experience through the SDEH51 Inclusive Coaching in Sport & Physical Activity module and gain experience working with children in in schools through SDEH55 Physical Education and School Sport. Finally, students demonstrate their employability through SDEH54 Graduate Employability in Sport, which connects students directly with industry professionals where they engage with a job application assessment scenario with employers from sports organisations.

Specific sport development and coaching career options include:

- Sport Development Officer (local government, commercial sector, or national governing body).
- Sports Coach
- Sport Development Management
- Social Inclusion
- Disability and Inclusion Officer
- Women's and Girls Development Officer
- Physical and Mental Wellbeing Officer
- Physical Activity Officer
- Sport Event Management
- Sport Facility Management
- Sport Administration
- Sport Business Owner
- Teacher

The School of Sport Health and Wellbeing have a distinguished number of Alumni who we continue to work in partnership with. Our Alumni provide inspiration, support and guidance and placement and employment opportunities for students and graduates. Alumni for part of the Sport Professional Advisory Group who work with the programme team and who contribute to the programme through guest lectures, applied events, work-based learning, and honours programme research.

The core employability themes from the programme are expanded specifically below.

- **Analytical thinking and innovation** – students are able to identify and define problems in Sport Development and Coaching, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified. Students achieve this through developing critical thinking skills, research skills to understand and balance evidence and test these in applied settings and develop solutions to improve the development and delivery of sport.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. This is achieved through the discussion engagement in academic and applied reflective practice through module experiences which are supported through the Personal Development Tutor.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion. Students develop these skills throughout the programme, as part of the very nature of higher education. This is introduced through SDEC51 Introduction to Sport Development and Coaching, developed through understanding the research process (SDED54 Research and Critical Inquiry in Sport) and applying this in the SHSSP1 Honours Project.
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings through applied practice in SBMD01 Event Management in Sport and Physical Activity, work-based learning (SDED52 Engaging in Employability: Sport Coaching, Management and PE) and SDED53 Inclusion in Sport and Physical Activity, SDOD04 Coaching Theory and Practice, SDEH51 Inclusive Coaching in Sport & Physical Activity and SDEH55 Physical Education and School Sport
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal. Students demonstrate applied leadership through SBMD01 Event Management in Sport and Physical Activity, work-based learning (SDED52 Engaging in Employability: Sport Coaching, Management and PE). They are supported to understand leadership and social influence in applied academic contexts through SDEH53 Leadership, Management and Mentoring in Sport
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. This is achieved through considering the customer experience and customer service in SBMC01 Introduction to the Management of Sport and in their consideration of clients through SDEH54 Graduate Employability in Sport.

- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. Students develop core business skills in SBMC51 Introduction to Sport Business Management and develop specific understanding in SBMH01 Strategic Sport Management to enable them to analyse specific or general issues with business systems and consider area of improvement.

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. Microsoft 365 and Teams, using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

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

*Each student has a Personal Development Tutor (PDT) who takes a pastoral, academic and career development support role. They work with students on continuous academic and professional development and sign-post to additional student support opportunities as outlined above.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Local partners continue to be very supportive of this programme and employ alumni from the programme. Sports partners have acknowledged the growth in applied programmes in coaching and have highlighted the need for students to understand coaching within the wider context of their organisations engagement with sport development practices.

Sport students were consulted on the development of this provision through SSLC meetings and via a specific curriculum consultation event. Our current students have been very supportive of the programme aims and structure.

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.

