

## Programme Specification for BSc (Hons) Sports Coaching Science

<b>This document applies to Academic Year 2020/21 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BSc Hons
5.	<b>Programme title</b>	Sports Coaching Science
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Standard Taught Programme – University of Worcester
8.	<b>Mode of attendance and duration</b>	Full Time / Part Time
9.	<b>UCAS Code</b>	C601
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved July 2019 August 2019, AQU amendments to Section 19 August 2020 – AQU amendments to Section 19, benchmark update and corrections

### 12. Educational aims of the programme

The programme aims to equip students with the necessary and desirable skills with which to attain graduate employment in the field of sports coaching science or other associated fields. Specifically, there are opportunities for students to specialise in developing a variety of skills including their coaching, pedagogical and practical skills throughout the course. Distinctive features of the course include the inclusion of NGB awards within the course as well as a plethora of opportunities to gain additional awards that align with course content. Additionally, students have a degree of flexibility when it comes to their learning which allows them to shape their degree pathway and module selection based on their area of interests and career aspirations. The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

- A. Develop an appreciation of the multifaceted nature of sports coaching science;
- B. Apply appropriate sports coaching concepts, models, science and practices to a range of theoretical and practical situations;
- C. Recognise, develop and apply key skills including personal responsibility and decision making in complex situations;
- D. Promote and demonstrate safe and ethical practices to help prepare students for a career in sports coaching;
- E. Develop autonomy, independent learning and transferable skills which can be used to inspire and lead change within all sectors engaged in sports coaching;
- F. Critically evaluate and conceptualise information and evidence from a range of sources to solve problems, create strategies and identify possible future directions in sports coaching both in the UK and abroad;
- G. Develop employability skills and vocational competencies relevant to various sports coaching roles and related disciplines;
- H. Develop reflective skills that enable graduates to critically reflect on coaching practice, published coaching literature and their own professional development;
- I. Develop knowledge and understanding of international perspectives in sports coaching including knowledge of the government structures and policies that shape sport and sport coaching in the UK.

In addition to the educational aims, the programme has previously been redesigned to consider the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (now CIMPSA). Furthermore, the redesign has also considered the latest HEI endorsement criteria as suggested by Sportscoach UK. It should be noted that the programme content is also guided by the International Council for Coaching Excellence (ICCE) Standards for Higher Education: Sport Coaching Bachelor Degrees (2016).

The rationale for this is to ensure that the course is current and relevant both to the curriculum and requirements of Higher Education, but also to the employment sector in which students would be aiming to gain employment. The eight principles identified by the Active Endorsement Scheme are considered to include pertinent skills required of a graduate from a sports coaching science related degree and have helped informed the content of the mandatory modules for the sports coaching science pathway.

The principles are summarised as follows:

1. Pedagogy of coaching practice including types of coaching methods and strategies, their application to sports coaching, methods of planning, periodization and setting objectives when delivery coaching sessions, making use of evaluation, reflection and self-analysis techniques within sports coaching.
2. Professional practice related skills which includes the nature of the coach athlete relationship, ethical and moral considerations when working as a coach, inclusive coaching related issues, guidelines and responsibilities that require consideration when working with a range of populations including children and vulnerable adults;
3. Physiological aspects of sports performance including different energy systems, influence of diet and nutrition on performance, the impact of the environment on performance.
4. Social psychological aspects of sports coaching including the effects of stress, anxiety and arousal on performance, techniques to enhance performance and an appreciation of the various perspectives and theories that underpin psychological behaviour relevant to sports coaching;
5. Analysis of sports performance including the knowledge of systems that can be used to analyse technical, tactical and strategic perspectives, utilising different systems to draw accurate conclusions that are relevant to the coaching process and be able to individually profile athletes to assess their strengths and weaknesses;
6. Biomechanical and Movement Analysis including functional skeletal and muscular anatomy, theories and laws of physical force, motion and momentum, modelling techniques and how to apply biomechanical principles to sports coaching practice;
7. Management and Development of Coaching to include the sports industry in the UK and the position of the coach within this industry, key policy and strategic documents and the structure and the system of sports coaching from an International perspective;
8. Research skills to include qualitative and quantitative methods of enquiry, ethics associated with research and methods and techniques that can be used to undertake a significant piece of independent research.

It should be noted that all of the aforementioned aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Benchmark statements (see Section 6.18) and adapted according to the needs of this particular course.

<b>Knowledge and Understanding</b>
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<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Identify, explain and analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching science.	SPRT3050 SPRT2063
2.	Demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to the study and practice of sports coaching	SPRT3050 SPRT2063
3.	Recognise and apply the key processes underpinning the concept of inclusive coaching.	SPRT2034 SPRT2056
4.	Identify, analyse and solve problems in sports coaching through the utilisation of a wide range of observational and scientific approaches.	SPRT2063 SPRT3050
5.	Demonstrate an understanding of sports coaching through both academic and professional reflective practice	SPRT2034

#### **Cognitive and Intellectual skills**

6.	Develop fundamental research skills which will enable students to critically reflect upon literature and coaching practice.	SPRT2065
7.	Demonstrate the ability to critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3050 SPRT3058
8.	Synthesise and interpret data to demonstrate a capacity for creative and original insight into the issues relevant to the coaching context.	SPRT3068
9.	Take responsibility for own learning and continuing professional development (CPD).	SPRT2056 SPRT3058
10.	Demonstrate an ability and understanding to the requirements of coaching a diverse audience.	SPRT2034

#### **Skills and capabilities related to employability**

11.	Plan, design, manage and evaluate practical activities using appropriate data, techniques and procedures.	SPRT2063 SPRT3068
12.	Undertake work based learning fieldwork with due respect for safety, risk assessment and other factors for consideration when working in a coaching related environment	SPRT3058

13.	Demonstrate an understanding of the moral, ethical, safety and legal issues and the. related legislation to coaching practice	SPRT2034
14.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT2034 SPRT3050
15.	Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate processes, media and reflective practice.	SPRT3068

<b>Transferable/key skills</b>
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16.	Develop the ability to plan, organise and manage academic and applied learning	SPRT3068
17.	Develop the ability to self-appraise and reflect on practice.	SPRT3058
18.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.	SPRT2056
19.	Communicate information effectively utilising oral, written and visual forms.	SPRT2063
20.	Develop numeracy, quantitative and ICT skills	SPRT2063

### **Learning, teaching and assessment**

Students will engage in a series of taught sessions that will be delivered in an interactive manner. Many of these sessions will be tutor led in a lecture room and could be followed by a seminar session in a smaller group. These sessions will be undertaken in small groups and at times students will have been asked to complete a reading, practical or research task that will inform the forthcoming session. Students will develop their knowledge and understanding of the Sports Coaching Science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and coaching principles. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

A wide range of assessment is applied across the various modules including written and oral presentations, posters and reports as well as practical assessment in selected coaching modules. Students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks.

Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video tutor and peer feedback. Summative feedback may be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment.

UW learning technologies and support are available for all modules and courses including the Blackboard VLE site. Pebblepad is used on selected modules and serves as a good vehicle for learners to record and store a range of work in relation to their coach development and undergraduate learning.

### **Teaching**

Students are taught through a combination of interactive seminars, lectures and practical activities. Interactive seminars take a variety of formats and are intended to enable the application of learning through discussion and small group activities, the interactive seminars enable the discussion and development of understanding of topics covered in lectures. Practical sessions are focused on developing subject specific skills and applied individual and group coaching delivery. Work-Based placements are also utilised within the course, with students undertaking a mandatory placement within Level 6 – enabling application of theory to practice, and an industry-relevant learning opportunity.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

In a typical week students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- Practical Sessions
- Theoretical lectures
- Seminars (in small study groups)
- Module specific tutorials

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and/or group projects, undertaking research, preparing for assignments/assessments.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technical officers.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, performance, presentations and a final year independent studies project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1: Written essays, paired and/or individual presentations, practical coaching episodes, multiple-choice exams

Year 2: Pebblepad Coaching Portfolio; essays, presentations, oral defence of work, practical coaching episodes, exams (module selection dependant)

Year 3: Reflective reports, essays, presentations, portfolios, practical coaching episodes, placement evidence and Independent Study

## 14. Assessment strategy

The assessment strategy is characterised by a heavy emphasis on formative assessment in the first year of study in order to provide students with the opportunity to use detailed feedback to inform subsequent work and develop competency in completing a range of different modes of summative assessment. The nature of the summative work also changes as students continue their studies. At Level 4 summative assessment will emphasis provision of knowledge and understanding which is then applied to a range of sports coaching disability scenarios at Level 5 and 6 in order to develop a range of transferable employability related skills. Students will also be guided to develop their practical coaching skills in sport disability to enable them to experience coaching their peers at Level 4, through to small groups at Level 5 and then working with teams and other external participants from outside the University environment at Level 6.

## 15. Programme structures and requirements

Course Title: BSc Sports Coaching Science

Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M), Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			Single Hons		
SPRT1024	Principles of Inclusive Sports Coaching	30	M	None	None
SPRT1041	Scientific Principles in Teaching and Coaching	30	M	None	None
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M	None	None
SPRT1036	Sports Coaching Intrapersonal Skills	15	M	None	None

SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	None	None
SPRT1013	Physical Activity, Exercise and Health	15	O	None	None
LANG XXX	Optional modules offered by the Language Centre	15 / 30	O	N/A	N/A

#### Single Honours Requirements at Level 4

Students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules SPRT1024 Principles of Inclusive Sports Coaching, SPRT1041 Scientific Principles in Teaching and Coaching, SPRT1027 Adapted Physical Activity, Sport and Disability, SPRT1036 Sports Coaching Intrapersonal Skills and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisite s/ exclusions and other notes*
SPRT2034	Coaching Pedagogy and Practice	30	M	SPRT1024	None
SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M	SPRT1041	None
SPRT2065	Creating Successful Research	15	M	None	None
SPRT2056	Sports Coaching Interpersonal Skills	15	M	SPRT1036	None
SPRT2057	Contemporary issues in Sport	15	O	None	None
SPRT2058	Performance Analysis	15	O	None	None
SPRT2037	Sport and Disability	15	O	SPRT1027	None
SPRT2060	Introduction to Strength & Conditioning	15	O	SPRT1041	None
LANG XXXX	Optional modules offered by the Language Centre	15 / 30	O	N/A	N/A

#### Single Honours Requirements at Level 5

Students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules SPRT2034 Coaching Pedagogy and Practice, SPRT2063 Advanced Scientific Principles in Teaching and Coaching, SPRT2065 Creating Successful Research, SPRT2056 Sports Coaching Interpersonal Skills and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M))	Pre-requisites (Code of)	Co-requisites/ exclusions

			or Optional (O))	Module required)	and other notes*
			Single Hons		
SPRT3068	Independent Research Project in Sports Coaching	30	M	SPRT2065	None
SPRT3058	Professional Placement	30	M	None	None
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034	None
SPRT3006	The Sport Entrepreneur	15	O	None	None
SPRT3009	Group Dynamics in Sport	15	O	None	None
SPRT3011	Applied Performance Analysis	15	O	SPRT2058	None
SPRT3026	The Developing Child in Sport	15	O	None	None
SPRT3063	Analysing Social Issues in Sport	15	O	SPRT2057	None
SPRT3041	Contemporary issues in disability sports coaching and PE	15	O	SPRT2037	None

#### Single Honours Requirements at Level 6

Students must take 120 credits in total drawn from the table above to include all mandatory modules SPRT3068 Independent Project in Sports Coaching, SPRT3058 Professional Placement, SPRT3050 Advanced Coaching Pedagogy and Practice.

#### 16. QAA and professional academic standards and quality

This course makes reference to the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statements.

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. Human responses and adaptations to sport and exercise
2. The performance of sport and exercise and its enhancement, monitoring and analysis.
3. Health-related and disease management aspects of exercise and physical activity
4. Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
5. Policy, planning, management and delivery of sporting opportunities.

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Sports Coaching Science course the primary focus is given to the subject benchmark areas of 1, 2 and 5.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our degree.

This award is located at level 6 of the FHEQ.



## 17. Support for students

### Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of strengths and weaknesses
- A clear vision of what the student wants to achieve through HE study
- Greater understanding of how study in the discipline area at the University can help the student towards their goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback students receive on their work
- A sense and a record of progression and achievement in the development of subject, generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the students' HE experience to others including employers

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation and assisting students to achieve their potential*.

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above to include Maths and English) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

An enhanced disclosure is required for this course.

### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <https://www2.worc.ac.uk/registryservices/>

### **Admissions procedures**

Full-time applicants apply through UCAS (C601)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader / Admissions Tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

## **19. Regulation of assessment**

### **The course operates under the University's [Taught Courses Regulatory Framework](#)**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE <i>Sports Coaching Science</i>	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE <i>Sports Coaching Science</i>	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) <i>Sports Coaching Science</i>	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours <i>Sports Coaching Science</i>	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

Sports Coaching graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; PE teaching; Armed forces & Police; Coaching business start-up; Graduate level employment in the Private, public and voluntary sectors.

### Student employability

The School has developed a good reputation with employers and has a number of initiatives in place in order to develop the employability of the ISES students:

1. School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw\_eayl)

The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.

<http://www.worc.ac.uk/discover/sportemployability.html>.

2. National Governing Body Awards

At Level 4 the students have the opportunity to complete the UKCC generic Level 2 Principles of Coaching Award within SPRT1024. They also have the opportunity to register for the UKCC Level 2 Multi-skills award.

The students also have the opportunity to register and engage with a range of NGB Level 2 sports specific awards.

We provide the opportunities for students at UW to access a wide range of relevant vocational sports coaching qualifications in sports such as football, handball, hockey, netball, ultimate frisbee, athletics, tennis, fitness diplomas comprising level 2 and 3 awards for students interested in developing a career in the fitness industry, officiating, refereeing and umpiring awards and courses to support students interested in careers in teaching and outdoor education.

Since its inception in 2001/2002 we have delivered 852 accredited courses and CPD events with 16,004 engagements within the program to date. We regularly work with in access of 20 National Governing Bodies such as the Football Association, England Netball, England Basketball and the England Wales Cricket Board and training bodies on an annual basis.

We are pleased to note that many of our students are now in senior positions and employing our younger graduates across a range of jobs including "The Albion Foundation" which employs a number of third years under graduates in an Earn As You Learn capacity within coaching.

3. Recent sports coaching placements have included Worcester Wolves Basketball, Severn Stars Netball, Worcester Cricket Club, Worcester County Sports Partnership, West Bromwich Football club, Wolverhampton Wanderers Football club.

### **Links with employers**

Links with employers have been further developed and strengthened by the School. This is evident with the appointment of a Work-Based Learning Tutor, supporting students source and complete placements; whilst providing a point-of-contact and clarification for placement providers. The School has a vast network of placement providers ranging from professional sports clubs (as detailed above) through to grassroots/community organisations. Employers are also used regularly within academic delivery, providing up to date insight and information to the students in the form of guest lectures, practical masterclasses and networking events.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.