

## Programme Specification for BSc (Hons) Sports Coaching

**This document applies to Academic Year 2023/24 onwards**

*Table 1 programme specification for BSc (Hons) Sports Coaching*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BSc Hons
<b>5.</b>	<b>Programme title</b>	Sports Coaching Sports Coaching (Performance Analysis) Sports Coaching (Disability)
<b>6.</b>	<b>Pathways available</b>	Single
<b>7.</b>	<b>Mode and/or site of delivery</b>	University of Worcester
<b>8.</b>	<b>Mode of attendance and duration</b>	Full Time / Part Time
<b>9.</b>	<b>UCAS Code</b>	C601
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism November 2019</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved at ASQEC, June 2023 July 2023 – annual updates

### 12. Educational aims of the programme

The degree is specifically designed to meet the changing needs of the Sports Coaching profession and will prepare students for a career in coaching. The innovative and flexible approach to the curriculum design enables students to explore a range of different subjects throughout the degree. The content will ensure that students graduate with key knowledge and a keen understanding of their own coaching approaches and philosophy, along with the industry and cultural factors that influence the wider context of sport. Students will gain vast practical application of theoretical underpinnings of coaching with access to a range of hands-on coaching environments.

During the first year (level 4) students will study fundamental modules common across Coaching, Development and Physical Education. The broad-based start to the degree provides opportunity for students to be confident in their choice, as they gain more knowledge and learn about the degree subject. The course design facilitates the flexibility to progress onto one of the related degrees in Sport Development and Coaching, Physical Education and Sports Coaching or Physical Education, at the end of your first year.

The innovative design of the degree also enables students to specialise, if they wish, at level 6. Students will have the opportunity to study and research modules in Disability Sport or Performance Analysis. Choosing to specialise in these topics will result in being awarded either BSc (Hons) Sports Coaching (Disability) or BSc (Hons) Sports Coaching (Performance Analysis).

The course is delivered by a team of highly experienced and enthusiastic coaching practitioners, committed to ensuring a quality experience that will provide the tools to become an effective and employable graduate. Throughout the course, students will take part in lectures, seminars, practical workshops and work placements, gaining valuable experience with different coaching groups.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings, and include qualities and transferable skills necessary for employment as recommended by FHEQ.

The course aims to:

- A. Develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the multifaceted nature of sports coaching.
- B. Apply and critique appropriate sports coaching concepts, models, 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.
- 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.

It should be noted that all the 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 16) and adapted according to the needs of this course.

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Critically analyse key concepts, disciplines and principles in the theoretical underpinnings of sports coaching.	SPRT3050 SPRT3068/ SPRT3074/ SPRT 3076
2.	Analyse multi-disciplinary and inter-disciplinary approaches to the study and practice of sports coaching.	SPRT3050 SPRT3058 SPRT2063
3.	Apply key processes to analyse and solve problems in sports coaching.	SPRT2063 SPRT3050 SPRT3011
4.	Demonstrate and critically reflect upon sports coaching through both academic and applied practice.	SPRT2034 SPRT3050

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>

5.	Utilising fundamental research skills critically analyse, assess and evaluate a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning.	SPRT3068/ SPRT3074/ SPRT3076 SPRT 3050
6	Synthesise and interpret data to demonstrate creative insight into the issues relevant to coaching contexts.	SPRT 3011 SPRT3068/ SPRT3074/ SPRT3076
7	Discuss approaches to their own learning and continuing professional development showing independence, creativity and originality of thought.	SPRT2077 SPRT3058 SPRT 3078
8.	Apply emotional intelligence and sensitivity to contexts of inclusion and diversity in coaching.	SPRT2037 SPRT2034 SPRT3078

*Table 4 skills and capabilities related to employment outcomes for module code/s*

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
9.	Apply and critically evaluate practical activities using appropriate data, techniques, and procedures.	SPRT2063 SPRT3011
10.	Develop employability skills and vocational competencies with due respect for safety, risk assessment and other factors for consideration when working in a coaching related environment.	SPRT2074 SPRT3058
11.	Critically review and evaluate safety, legal and ethical issues in the planning of practical activities in coaching.	SPRT2034 SPRT3068/ SPRT3074/ SPRT3076 SPRT 3078
12.	Display a critical insight into the changing nature of inclusive sport coaching and the organisations and partnerships directly or indirectly involved.	SPRT2037 SPRT3077

*Table 5 transferable/key skills outcomes for module code/s*

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
13.	Demonstrate the ability to work independently and autonomously, with innovation, adaptability and creativity to creatively plan, organise and manage learning in coaching.	SPRT3068/ SPRT3074/ SPRT3076
14.	Develop self-reflection, personal confidence and personal critical analysis	SPRT2077 SPRT3058
15.	Engage effectively in team-based problem-solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.	SPRT2077 SPRT3058 SPRT3009

16.	Communicate information effectively utilising oral, written and visual forms.	SPRT3050 SPRT3058 SPRT3068/ SPRT3074/ SPRT3076
17.	Apply numeracy, quantitative and ICT skills to academic work.	SPRT2063 SPRT3068/ SPRT3074/ SPRT3076 SPRT 3011

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

The Sports Coaching programme places student-led learning at the centre of taught sessions, to include formative and summative assessments. Within the coaching modules students' learning is scaffolded to equip them with knowledge in preparation for assessments. There are a range of formative opportunities, assessment guidance sessions and workshops alongside module tutorials. A wide range of assessment are 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, work placement and research tasks.

Students will develop their knowledge and understanding of the Sports Coaching 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 are assessed through a range of different assessment opportunities in each module.

### **Teaching**

Students are taught through a combination of seminars, lectures and practical activities. Taught sessions, accompanied by a range of authentic learning tasks, take a variety of formats and are intended to facilitate the construction and application of learning. 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 100-hour placement within Level 6, enabling application of theory to practice, and an industry-relevant learning opportunity.

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 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. Teaching is informed by the research, and the team includes senior academics, and professional practitioners with industry experience. The majority have a higher education teaching qualification or are Fellows of the Higher Education Academy. More information regarding the staff can be found by reviewing staff profiles - <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

### **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**

- 4 Essay/Written assessment
- 4 Presentations
- 1 Practical Delivery
- 1 Portfolio

#### **Year 2**

- 4 essays/written assessments
- 1 in class test
- 1 journal
- 1 portfolio
- 1-2 individual or group presentations

#### **Year 3**

- Major Independent Research Project of approx. 4000-6000 words
- 2-3 essays/written assessments
- 1 portfolio
- 1-2 individual or group presentations.

## **14. Assessment strategy**

The assessment strategy is characterised by an emphasis on formative assessment in the first year of study to provide students with the opportunity to use detailed feedback to inform subsequent work and develop competency in the field of sports coaching and teaching.

Students will have chance to experience and complete a range of different modes of summative assessment such as writing reports, essays, presentations, practical coaching, and teaching sessions.

At Level 4 summative assessment will emphasise the fundamentals of what is required to be an active sport industry professional. This will be done through students acquiring a

range of professional competencies and experiencing practical skills sessions to help evolve their knowledge and understanding of the contemporary issues, which surrounds the multifaceted roles of being an effective sports coach.

The foundational aspects, which will have been covered by all students in Level 4 are then applied to a range of sports coaching scenarios at Level 5 and 6. This advancement and progression raises the student's employability levels and further develops a wider range of transferable professional skills, which will be required to work in the fields of sports coaching, disability sports and/or performance analysis roles.

## 15. Programme structures and requirements

Award maps are designed to show which modules must be taken in order to gain the awards. Students will take mandatory modules each academic year with the remaining credits selected from optional modules. Students can select optional modules based on their interests and career aspirations.

If a student wishes to specialise and be awarded with a Sports Coaching degree with brackets in either disability coaching or performance analysis, they must select the required mandatory modules at level 6, having completed the pre-requisites at level 5. *(For the bracketed courses please see award maps located at the end of this document)*

Table 6 award map for level 4 BSc (Hons) Sports Coaching

Level 4			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT1051	Principles of Sports Coaching and PE	30	M
SPRT1052	Physical Activity, Health, Wellbeing	30	M
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M
SPRT1054	Scientific Principles in Teaching and Coaching	15	M
SPRT1053	Introduction to the Sporting Landscape	15	O
SPRT1055	Learning to be a Sports Professional	15	O
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits of mandatory modules SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1051: Principles of Sports Coaching and PE, SPRT1052: Physical Activity, Health, Wellbeing SPRT1054: Scientific Principles in Teaching and Coaching and 30 credits of optional modules which can include up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Table 7 award map for level 5 Bsc (Hons) Sports Coaching

<b>Level 5</b>			
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>
SPRT2034	Coaching Pedagogy and Practice	30	M
SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M
SPRT2077	Professional Skills in the Workplace	15	M
SPRT2065	Creating Successful Research	15	M
SPRT2058	Performance Analysis	15	O
SPRT2037	Sport and Disability	15	O
SPRT2060	Introduction to Strength & Conditioning	15	O
SPRT2074	Teaching and Coaching Athletics	15	O
SPRT2057	Contemporary Issues in Sport	15	O
CODE XXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

### 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, SPRT2077 Professional Skills in the Workplace, SPRT 2065 Creating Successful Research, and 30 credits of optional modules - which can include up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Table 8 award map for level 6 Bsc (Hons) Sports Coaching

<b>Level 6</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites</b>
SPRT3058	Professional Placement	30	M	None
SPRT3068	Independent Research Project in Sports Coaching	30	M	SPRT2065
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034
SPRT3078	Disability Sports Coaching and Performance	15	O	SPRT2037
SPRT3006	The Sports Entrepreneur	15	O	None
SPRT3009	Group Dynamics in Sport	15	O	None
SPRT3011	Applied Performance Analysis	15	O	SPRT2058
SPRT3063	Analysing Social Issues in Sport	15	O	SPRT2057
SPRT3065	Advanced Strength & Conditioning	15	O	SPRT2060

### Single Honours Requirements at Level 6

Students must take 120 credits in total drawn from the table above to include 75 credits from all mandatory modules SPRT3058 Professional Placement, SPRT3050 Advanced Coaching Pedagogy and Practice and SPRT3068 Independent Research Project in Sports Coaching and 45 credits of optional modules

## 16. QAA and professional academic standards and quality

The course aligns with the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statements.

This award is located at Level 6 of the [OfS sector recognised standards](#).

## 17. Support for students

### Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor 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:

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://www2.worc.ac.uk/firstpoint/>

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

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

### Module Selection and Bracketed Pathways

Advice and guidance will be provided at key points in the academic year to inform students of module choices. This will enable the students to make informed decisions about modules which are pre-requisites for future modules and the selection of modules required to take a bracketed pathway in either disability coaching or performance analysis. The course team, including Personal Academic Tutor, module team and/or Course Leader will discuss the module choices available offering advice on module selections to ensure the correct combination of modules will be studied.

## 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.

## **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

<http://www.worcester.ac.uk/registryservices/941.htm>

## **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 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 failure 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.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE <i>Sports Coaching</i>	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</i>	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)	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. At level 6 this must include SPRT 3058 and SPRT 3050 as specified on the award map.
Degree with honours	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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

## **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**

This degree provides students with an excellent foundation for a wide range of careers, including sports development and management, sports coaching, fitness instructor, match and performance analysts, teaching, research, the armed forces and public services.

Alongside the degree, students will also have the chance to work towards coaching and industry qualifications. These awards do not form part of the programme of study but are offered as optional opportunities at an additional cost (these are discounted where possible). There are opportunities for students to access a range of relevant vocational sports coaching qualifications in sports and exercise.

The school has a proven track record of providing placements to a range of local clubs ranging from community to professional in both coaching and performance analysis. Placements typically are evening and weekend along with in term curriculum.

The School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes, provide opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester. It is promoted, marketed and coordinated by the School of Sport & Exercise Science.

Graduates gain employment across the spectrum from professional club academies to running their own sporting camps. We are developing a reputation in coaching and teaching athletes with a disability from the playground to the podium and currently are aware of over 25 graduates who have gained employment in this important area.

### **Links with employers**

Links with employers have been further developed and strengthened by the School. The School has a vast network of placement providers ranging from professional sports clubs 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.

## AWARD MAP Sports Coaching (Performance Analysis)

Table 1 heading for course title

<b>Course Title:</b> BSc Sports Coaching (Performance Analysis)
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### Level 4

Table 2 award map for level 4 Bsc (Hons) Sports Coaching (Performance Analysis)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT1051	Principles of Sports Coaching and PE	30	M
SPRT1052	Physical Activity, Health, Wellbeing and Games	30	M
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M
SPRT1054	Scientific Principles in Teaching and Coaching	15	M
SPRT1053	Introduction to the Sporting Landscape	15	O
PRT1055	Learning to be a Sports Professional	15	O
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits of mandatory modules SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1051: Principles of Sports Coaching and PE, SPRT1052: Physical Activity, Health, Wellbeing and Games, SPRT1054: Scientific Principles in Teaching and Coaching. Single Honours students can also take up to 30 credits of optional modules - which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here

<https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

### Level 5

Table 3 award map for level 5 Bsc (Hons) Sports Coaching (Performance Analysis)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT2034	Coaching Pedagogy and Practice	30	M
SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M
SPRT2077	Professional Skills in the Workplace	15	M
SPRT2065	Creating Successful Research	15	M
SPRT2058	Performance Analysis	15	M
SPRT2037	Sport and Disability	15	O
SPRT2060	Introduction to Strength & Conditioning	15	O
SPRT2074	Teaching and Coaching Athletics	15	O
SPRT2057	Contemporary Issues in Sport	15	O
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15	O

## Single Honours Requirements at Level 5

Students must take 120 credits in total drawn from the table above to include 105 credits from all mandatory modules SPRT2034 Coaching Pedagogy and Practice, SPRT2063 Advanced Scientific Principles in Teaching and Coaching, SPRT2077 Professional Skills in the Workplace, SPRT2058 Performance Analysis SPRT2065 Creating Successful Research, and 15 credits of optional modules. which can include up to 15 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

## Level 6

Table 4 award map for level 6 Bsc (Hons) Sports Coaching (Performance Analysis)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
SPRT3058	Professional Placement	30	M	None
SPRT3076	Independent Research Project in Performance Analysis	30	M	SPRT2065
SPRT3011	Applied Performance Analysis	15	M	SPRT2058
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034
SPRT3078	Disability Sports Coaching and Performance	15	O	SPRT2037
SPRT3006	The Sports Entrepreneur	15	O	None
SPRT3009	Group Dynamics in Sport	15	O	None
SPRT3063	Analysing Social Issues in Sport	15	O	SPRT2057
SPRT3065	Advanced Strength & Conditioning	15	O	SPRT2060
SPRT3078	Contemporary issues in disability sports coaching	15	O	SPRT2037

## Single Honours Requirements at Level 6

Students must take 120 credits in total drawn from the table above to include all mandatory modules, SPRT3050 Advanced Coaching Pedagogy and Practice, SPRT3058 Professional Placement, SPRT3076 Independent Research Project in Performance Analysis, and SPRT3011 Applied Performance Analysis and 30 credits of optional modules.

## AWARD MAP Sports Coaching (Disability)

Table 1 heading for course title

**Course Title:** BSc Sports Coaching (Disability)

### Level 4

Table 2 award map for level 4 Bsc (Hons) Sports Coaching (Disability)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT1051	Principles of Sports Coaching and PE	30	M
SPRT1052	Physical Activity, Health, Wellbeing and Games	30	M
SPRT1027	Adapted Physical Activity, Sport and Disability	15	M
SPRT1054	Scientific Principles in Teaching and Coaching	15	M
SPRT1053	Introduction to the Sporting Landscape	15	O
SPRT1055	Learning to be a Sports Professional	15	O
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits of mandatory modules SPRT1027: Adapted Physical Activity, Sport and Disability, SPRT1051: Principles of Inclusive Sports Coaching and PE, SPRT1052: Physical Activity, Health, Wellbeing and Games, SPRT1054: Scientific Principles in Teaching and Coaching and 30 credits of optional modules which can include up to 30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

### Level 5

Table 3 award map for level 5 Bsc (Hons) Sports Coaching (Disability)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
SPRT2034	Coaching Pedagogy and Practice	30	M
SPRT2063	Advanced Scientific Principles in Teaching and Coaching	30	M
SPRT2077	Professional Skills in the Workplace	15	M
SPRT2065	Creating Successful Research	15	M
SPRT2037	Sport and Disability	15	M
SPRT2058	Performance Analysis	15	O
SPRT2060	Introduction to Strength & Conditioning	15	O
SPRT2074	Teaching and Coaching Athletics	15	O
SPRT2057	Contemporary Issues in Sport	15	O
CODE xxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15	O

### Single Honours Requirements at Level 5

Students must take 120 credits in total drawn from the table above to include 105 credits from all mandatory modules SPRT2034 Coaching Pedagogy and Practice, SPRT2063 Advanced Scientific Principles in Teaching and Coaching, SPRT2077 Professional Skills in the Workplace, SPRT 2065 Creating Successful Research, SPRT2037 Sport and Disability and 15 credits of optional modules - which can include 15 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

### Level 6

Table 4 award map for level 6 Bsc (Hons) Sports Coaching (Disability)

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
SPRT3058	Professional Placement	30	M	None
SPRT3074	Independent Research Project in Disability Sports Coaching	30	M	SPRT2065
SPRT3050	Advanced Coaching Pedagogy and Practice	15	M	SPRT2034
SPRT3078	Disability Sports Coaching and Performance	15	M	SPRT2037
SPRT3006	The Sports Entrepreneur	15	O	None
SPRT3009	Group Dynamics in Sport	15	O	None
SPRT3011	Applied Performance Analysis	15	O	SPRT2058
SPRT3063	Analysing Social Issues in Sport	15	O	SPRT2057
SPRT3065	Advanced Strength & Conditioning	15	O	SPRT2060

### Single Honours Requirements at Level 6

Students must take 120 credits in total drawn from the table above to include 90 mandatory modules, SPRT3050 Advanced Coaching Pedagogy and Practice, SPRT3058 Professional Placement, SPRT3074 Independent Research Project in Disability Sports Coaching, and SPRT3078 Disability Sports Coaching and Performance and 30 credits of optional modules