

PROGRAMME SPECIFICATION

for the award of BSc (Hons) Sports Science, Fitness & Coaching

Managed by the Faculty of Sport & Public Services

Delivered the School of Sport and Public Services at Solihull College & University Centre

Date approved:	June 2020
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Solihull College and University Centre
Language of study:	English
Final award/s:	N/A
Programme title:	BSc (Hons) Sports Science, Fitness & Coaching
Interim exit awards and award titles available:	N/A
Brookes course code:	BSCH-SSF
UCAS code:	TBC
HECoScore:	100095
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time)
Duration of study:	1 Year Full time
Subject benchmark statement/s which apply to the programme:	Events, Hospitality, Leisure, Sport and Tourism
Professional accreditation attached to the programme:	N/A
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at:

SECTION 2: WHY STUDY THIS PROGRAMME?

This programme is a level 6 programme aimed at enabling holders of foundation degrees or Higher National Diploma qualifications in a relevant field to top-up their qualification to a Bachelor's degree in Sport Science, Fitness and Coaching. The programme will complement the knowledge and skills acquired through the completion of sport science, fitness, and coaching-related Higher Education qualifications, with a wider appreciation of employability and career progression. Learners will foster an understanding of the underpinning role that science plays in the sport, fitness, and coaching sectors. In addition, the programme comprises the development of fundamental expertise, skills, and behaviours essential for academic research and the broader aspects of working as a sports practitioner. The programme aims to provide learners with significant Work-Based Learning opportunities by requiring learners to regularly apply course content to industry and critically evaluate the application of the latest research in the sport and fitness environment.

In addition, the programme is tailored to stimulate a greater level of understanding of the essential values that contemporaneous research has on the continued professional development of sport, fitness, and coaching practitioners. An evidence-based approach to enquiry is a skill highly relevant to sports scientists, coaches, and fitness professionals seeking to develop their understanding of the wider issues that shape their coaching and/or teaching practices. Moreover, the programme provides greater knowledge and understanding of the multi-disciplinary approach that sport performance requires, enhancing future employability prospects.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

At the end of the programme students will be able to:

- Critically assess and demonstrate comprehensive understanding of the physiological and metabolic integration inherent in the exercising human, through the design of relevant programmes for athletes and clients;
- Critically evaluate evidence-based interventions based on client needs and current sports science, fitness and coaching practices;
- Synthesise and design the role of the scientist and coaches in evaluating and improving sports performance, through appropriate investigation and intervention;
- Select, summarise and interpret information and data relevant to the professional or vocational context to draw meaningful conclusions.

3.2 RESEARCH LITERACY

At the end of the programme students will be able to:

- Employ strategic thinking and problem solving in response to questions and familiar contexts relevant to sports coaching;
- Discriminate the basics of research design and statistical methods to evaluate human responses to exercise;
- Undertake a sustained, critical inquiry on a chosen subject, employing research, analysis and critical evaluation skills;
- Design studies/exercise interventions to investigate/ elicit responses and clearly articulate the outcomes of an independent project to a selected audience;
- Analyse and critically evaluate appropriate data collection techniques;
- Appraise, integrate and propose ideas and evidence in the domains of sports science and human responses to exercise to support findings and hypotheses.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

At the end of the programme students will be able to:

- Demonstrate ethical conduct during the implementation of interventions in an applied sports science role to a professional standard within a sports setting;
- Reflect critically on the whole process of providing sports science and coaching support to a client and identify relevant personal professional development needs;
- Evaluate the outcomes of the independent project and communicate this evaluation to a selected audience of peers and / or professionals (visually and verbally), identifying areas for further research;
- Independently take responsibility for personal and professional learning during taught sessions and through independent study;
- Critically evaluate the work of oneself and others, and consciously organise oneself and perform as an autonomous, effective and independent learner.

3.4 DIGITAL AND INFORMATION LITERACY

At the end of the programme students will be able to:

- Assess appropriate word-processing packages to report information in an appropriate and professional format;
- Select the most appropriate and professional method of presenting work to a professional audience.
- Illustrate and analyse relevant data using mainstream software;
- Critically evaluate and engage an academic and lay audience;
- Present and argue research findings with information technology;
- Appreciate effective and efficient use of digital and on-line resources;

3.5 ACTIVE CITIZENSHIP

At the end of the programme students will be able to:

- Demonstrate critical awareness of the major issues at the forefront of sports science, fitness and coaching both nationally and internationally;
- Demonstrate critical awareness of the contributions that sports and fitness make to the welfare and development of people across the world;
- Comprehend the value that diversity of learners has within the contexts of sport, fitness and coaching and the complexity of the interaction between learners and these contexts;
- Exhibit knowledge of the local and global perspectives within the sport sector, demonstrating critical awareness of the complexity of diverse perspectives, cultures and values and the ability to question one's own perspective and those of others when conducting research;

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
	APPLIED PRACTICE WITHIN SPORTS SCIENCE, FITNESS AND COACHING	30	6	Compulsory	100:0
	INTEGRATED APPROACHES TO TRAINING AND FITNESS	30	6	Compulsory	100:0
	SPORT AND EXERCISE NUTRITION	15	6	Compulsory	100:0
	ADVANCED SPORTS COACHING	15	6	Compulsory	100:0
	DISSERTATION	30	6	Compulsory	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

Over the course of the BSc (Hons) Sports Science, Fitness and Coaching programme, students will study three double modules and two single modules, which equates to 120 credits at level 6.

To qualify for the award of a Bachelor's Degree with Honours, you must, achieve 120 credits at level 6 in addition to the 240 credits (at levels 4 and 5) gained via the foundation degree qualification. An Ordinary Bachelor's degree is available as an exit award for students who pass 60 credits at level 6 but are unable to complete the full Honours programme of study.

The overall pass mark for all modules contributing to a Top-up Degree programme is 40%. If a module has more than one assessment element, the marks awarded for each element are combined and averaged to give the overall module mark, according to each assessment element's weighting.

A BSc (Hons) Degree may be classified as Class of Honours Third, Lower second, Upper second and First. To pass the award, a student must achieve an overall average mark of at least 40% or more over the 120 graded credits at level 6. To obtain a First Class of Honours classification a student must achieve an average of 70% or more over the 120 graded credits at level 6. An Upper second Class of Honours classification is awarded to students who achieve an average of between 60-69% over the 120

graded credits at level 6. A Lower second Class of Honours classification will be awarded to the students who achieve an average of between 50-59% over the 120 graded credits at level 6. A Third Class of Honours classification will awarded to students who achieve an average of between 40-49% over the 120 graded credits at level 6.

4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING AND ASSESSMENT

There is a variety of teaching and learning methods throughout the programme ranging from lectures, to seminars and practical sessions. All modules will make use of Moodle and the College's Virtual Learning Environment (VLE). VLE will be for additional learning materials outside of lesson and assignment submissions.

There is also a variety of assessment methods in the form of coursework such as essays, reviews, scientific reports, posters, practical assessments, and oral presentations. Reflective learning is encouraged through the use of self, peer, or staff formative feedback on assignments, group work, project work, and reflective diaries (Brookes Attribute 3). Throughout the programme, students will complete approximately 10-12 assessments, whilst the teaching will take place with a combination of theory and practical lectures, with some substantial independent learning for specific modules. The module leader will make clear the contact hours and any detailed attendance requirements in the module outline issued at the beginning of the module. Students are expected to attend the induction, participate in timetabled classes and attend meetings with lecturers.

Co-ordinated implementation of the University Assessment & Feedback Policy (2020), is designed to ensure that students' progress towards meeting programme outcomes while experiencing diversity and balance in assessment practice within and between modules and equity in module workloads. The programme area is committed to providing students with clear assessment criteria, and useful and timely feedback on all their work. The quality of academic provision for students will continue to be assessed regularly by programme teams, principally through annual student evaluation of each module, and through critical evaluation of the annual external examiner reports.

All modules provide opportunities for students to apply theoretical principles and research findings to their work as sports scientists, fitness coaches, and sport coaches. Articles from primary research journals are featured in student reading lists and students are encouraged to use primary research journals, alongside academic text books, in preparing assignments.

Solihull University Centre has an ethos of continuous development. Weekly Teaching and Learning sessions are delivered by a team of Teaching and Learning Coaches. A recent focus for 2019-20 training has been EdTech initiatives and providing support to students with designing and completing a dissertation. The principal classroom for the course has a brand-new internet-enabled Smart Board installed, enabling student collaboration from their smart devices. Students can scan a QR code on the board to get hand-written board notes sent directly to their device. The College has an extensive range of computing facilities for use. The majority of our stock is Microsoft Windows based PCs, although there are an appropriate number of Apple Mac machines available for specialist courses. College computers currently run on Windows 10, and all have access to Office 365 online applications.

The programme handbook provides a commentary for students on how the Brookes Attributes are developed through the programme. This is introduced and discussed during induction, and the development of these attributes is embedded throughout the study programme.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

To progress onto the programme all students must hold 240 credits, achieving a 55% average at a level 5 qualification or equivalent in a relevant field. This underpins the requirements of study at level 6.

All applicants will be interviewed (telephone interviews are carried out for international applicants if they cannot attend in person). Offers of a course place are dependent on a successful interview and a strong UCAS application with an appropriate reference.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Where working with children, specific populations, or in educational centres forms part of the course, it may be necessary for students to undertake a DBS check. The Solihull College and University Centre has careers advisors and work experience coordinators who will facilitate and support the students to request and complete a DBS check where it is required.

SECTION 7: PREPARATION FOR EMPLOYMENT

The programme will enable an understanding of the application of applied sports sciences and integrated approaches to training and performance, as well as the latest approaches to sport and exercise nutrition. Learners will acquire significant experience of research methods and academic writing. These are attributes that will equip learners with skills to aid their progression onto further postgraduate studies at Master's level in specific sports fields. The interaction with sports teams, athletes, and clients will provide valuable opportunities for the students to apply their knowledge and develop their coaching skills. The programme promotes the use of experiential learning allowing the students to use self-reflection as an essential tool for further development, whilst teaching and learning methodologies will be linked to employability within each module.

The students will be able to learn from practical experience and through the observation of professional practitioners in their respective fields, through a series of trips to sports performance centres, conferences and guest speakers.

The Applied Sports Science module of the programme will provide students with an opportunity to design and implement appropriate interventions in applied sports science or the fitness or coaching environments. This will require students to work in a related capacity, for example as a sports scientist, fitness coach, strength and conditioning coach, sport coach, or with a specific population.

On successful completion of this course the graduates will be well placed to progress into a career within sports and exercise science, the fitness industry, or coaching. The course has been designed to provide students with a broad experience of employment opportunities available within the sport and exercise science as sports scientist practitioner, fitness coach, nutritionist, psychologist and sports coach. Students who graduate from the Top-up BSc (Hons) Sports Science, Fitness and Coaching programme will have developed a number of graduate and employability skills including the ability to plan and apply complex theories to solve specific problems with a professional environment. This will include the ability to work with fitness, coaching and other sporting professionals in reviewing the scientific factors that can

affect sporting performance. Graduates will be able to plan, undertake and evaluate scientific testing and present this in a suitable format for fitness professionals, coaches and sports science staff focusing on enhancing athletes' and individuals' performances. In addition, to this, the students will have the knowledge and expertise essential for postgraduate courses, something that the consultations with stakeholders and students have identified as essential skills in the Higher Education sector.