

Programme Specification

FdSc Sports Science with Sports Coaching Education 2015 - 2017

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Bridgwater College, Bath Road, Somerset, TA6 4PZ
Final award:	FdSc
Programme title:	Sports Science with Sport Coaching Education
Interim exit awards and award titles:	CertHE Sports Science with Sports Coaching Education
Brookes course code:	BW23
UCAS/UKPASS code:	C605
JACS code:	C600
Mode of delivery:	On-Campus
Mode/s of study:	FT and PT
Language of study:	English
Relevant QAA subject benchmark statement/s:	The Sports Science course has been written in accordance QAA subject benchmark statements for Hospitality, Leisure, Sport and Tourism. This applies in terms of subject coverage and orientation, and the acquisition disciplinary and transferable skills as outlined in the programme outcomes.
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Health and Life Sciences
Date of production (or most recent revision) of specification:	December 2014

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The Sports Science with Sports Coaching Education programme is an exciting subject area that provides students with the opportunity to develop knowledge and skills in a context they find both interesting and stimulating. The programme is designed to provide students with a sound grounding in the scientific method within the context of Sports Science. The programme on offer at Bridgwater College develops many skills that employers are looking for. In particular, we offer students a range of work-based opportunities including the opportunity to work with our Team BC in a variety of roles. Team BC is made of two strands, performance and active. The performance strand is the elite and competitive teams and sports for under 19 year old students. They apply and have trials to ensure suitable performance level. This group of students, across seven sports, represent Bridgwater College at competitive sports including British Colleges Sports.

The active strand is based on enrichment opportunities and aims to provide a sporting experience for all students across all curriculum at Bridgwater College. There are a group of college activators who help manage and run these activities and these previously have been higher education students.

Consequently our graduates are well versed in the scientific method through the medium of sports science and sport coach education. An evidence based approach to enquiry is a skill sought by employers, particularly when it is accompanied by an awareness of the workplace and professional practise, which is also a focus of our undergraduate provision.

2.2 Aims of the programme

The purpose of the Foundation Degree in Sports Science with Coaching Education is to supplement the knowledge and skills developed through sport science and coaching qualifications with a wider appreciation and understanding of the role science plays in the industry and to develop further skills relevant to the wider aspects of working as a sports coach. In addition, the programme aims to:

- Facilitate work-related learning by providing opportunities for students to relate their programme of study to their existing practice
- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to help illuminate students' understanding of coaching frameworks, the related role of sports science and the impacts they can have on coaching practice
- Develop skills to allow learners to monitor and evaluate sporting performance and coaching
- Develop understanding of performance in sport and coaching and its enhancement through analysis and monitoring
- Develop an understanding and a critical appreciation of the variables involved in sports coaching
- Develop scientific skills required to formulate, study and interpret human responses to coaching and other sports science disciplines
- Provide an awareness of the dynamic nature of the subject resulting from rapid modern developments in research findings, technological developments and applications
- Provide a range of teaching and learning experiences to help focus student career aspirations and decision making as responsible members of society
- Enable learners to operate effectively as coaching professionals in a dynamic and constantly evolving industry
- Develop work readiness skills to be better able to gain suitable employment.
- Enable learners to gain suitable work experience opportunities to maximise understanding of the world of work.
- Undertake a number of work placements to be able to implement and improve on work based skills and attributes.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On completion of this programme, students should be able to demonstrate the following knowledge, understanding and skills:

3.1 Academic literacy

- a. Apply extensive knowledge of a range of scientific and pedagogic disciplines to sports science and sports coaching education.
- b. Understand a range of mechanical and physiological aspects pertaining to the body, and how these affect its movement and performance
- c. Analyse and synthesise a range of pertinent subject information, which contribute to being an effective Sports Scientist or Sports Coach
- d. Demonstrate a range of transferable reading and writing skills pertinent to the subject disciplines
- e. Recognise synergistic aspects of Sports Science and Coaching, and integrate them together when appropriate to inform practice
- f. Demonstrate an understanding of the different styles, roles and knowledges related to Sports Science and Coaching Education

3.2 Research literacy

- a. Apply acquired knowledge to design, implement and analyse appropriate solutions to work-related issues within the Sports Science and/or Coaching disciplines
- b. Search for, and critically review current research in Sports Science and Coaching Education, and the implications in applied settings
- c. Demonstrate effective problem-solving skills within the academic and working environment
- d. Demonstrate an awareness of the dynamic nature of the subject knowledge, and how this may impact on practice

3.3 Critical self-awareness and personal literacy

- a. Reflect on your own practice and identify areas of strengths and weakness, as well as avenues for personal development
- b. Work independently and collaboratively with individuals in different roles to complete a range of projects
- c. Build relationships with and develop an understanding of relevant professional bodies and employers

3.4 *Digital and information literacy*

- a. Collate, analyse, synthesise and present data collected throughout the programme in a range of formats
- b. Demonstrate competencies and confidence in using a range of mobile and electronic devices and programmes related to Sports Science and Coaching Education
- c. Make use of a range of word-processing, presentation and spreadsheet programmes to report information

3.5 *Active citizenship*

- a. Promote ethical practice in Sports Science and Coaching Education
- b. Understand the complexities of working within a diverse field, and operate as an ethical and responsible member of that field
- c. Confidently and professionally challenge the behaviour and practices of others that are discriminatory and/or reinforce prejudice
- d. Be aware of and adhere to industry standard ethical and behavioural practices.

Embedded Graduate Attributes

1. Academic literacy	Compulsory or alternative compulsory modules addressing learning outcome
Apply extensive knowledge of a range of scientific and pedagogic disciplines	BWC0101, BWC0102, BWC0103, BWC0106, BWE0108, BWE0109, BWC0210, BWC0212, BWC0214, BWC0215, BWE0218
Understand a range of mechanical and physiological aspects pertaining to the body, and how these affect its movement and performance	BWC0102, BWC0106, BWE0109, BWC0210, BWC0211, BWC0215, BWE0218
Analyse and synthesise a range of pertinent subject information, which contribute to being an effective Sports Scientist or Sports Coach	BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0109, BWC0210, BWC0211, BWC0212, BWC0214, BWC0215, BWE0218

Demonstrate a range of transferable reading and writing skills pertinent to the subject disciplines	BWC0101, BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0211, BWC0212, BWC0213, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
Recognise synergistic aspects of Sports Science and Coaching, and integrate them together when appropriate to inform practice	BWC0103, BWC0104, BWC0106, BWE0109, BWC0210, BWC0214, BWC0215
Demonstrate an understanding of the different styles, roles and knowledges related to Sports Science and Coaching Education	BWC0101, BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0211, BWC0212, BWC0213, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
2 Research literacy	
Apply acquired knowledge to design, implement and analyse appropriate solutions to work-related issues within the Sports Science and/or Coaching disciplines	BWC0103, BWC0106, BWC0210, BWC0211, BWC0213, BWC0214, BWC0215
Search for, and critically review current research in Sports Science and Coaching Education, and the implications in applied settings	BWC0101, BWC0103, BWC0105, BWE0108, BWE0109, BWC0210, BWC0212, BWC0214, BWE0217
Demonstrate effective problem-solving skills within the academic and working environment	BWC0102, BWC0104, BWC0106, BWE0109, BWC0213, BWC0214, BWC0215, BWE0217
Demonstrate an awareness of the dynamic nature the subject, and how this may impact on practice	BWC0102, BWC0104, BWC0106, BWE0109, BWC0213, BWC0214, BWC0215, BWE0217
3 Critical self-awareness and personal literacy	
Reflect on your own practice and identify areas of strengths and weakness, as well as avenues for personal development	BWC0103, BWC0106, BWE0109, BWC0210, BWC0214, BWC0215, BWE0218
Work independently and collaboratively with individuals in different roles to complete a range of projects	BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0109, BWC0210, BWC0211, BWC0212, BWC0214, BWC0215, BWE0218
Build relationships with and develop an understanding of relevant professional bodies and employers	BWC0101, BWC0103, BWC0106, BWE0108, BWC0213, BWC0214, BWC0215
4 Digital and information literacy	
Collate, analyse, synthesise and	BWC0102, BWC0103, BWC0104, BWC0105, BWC0106,

present data collected throughout the programme in a range of formats	BWE0107, BWE0109, BWC0210, BWC0211, BWC0212, BWC0214, BWC0215, BWE0218
Be competent and confident in using a range of mobile and electronic devices and programmes related to Sports Science and Coaching Education	BWC0101, BWC0102, BWC0103, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0212, BWC0214, BWC0215, BWE0216, BWE0218
Make use of a range of word-processing, presentation and spreadsheet programmes to report information	BWC0101, BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0211, BWC0212, BWC0213, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
5 Active citizenship	
Promote ethical practice in Sports Science and Coaching Education	BWC0103, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0212, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
Understand the complexities of working within a diverse field, and operate as an ethical and responsible member of that field	BWC0103, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0212, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
Confidently and professionally challenge the behaviour and practices of others that are discriminatory and/or reinforce prejudice	BWC0101, BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0211, BWC0212, BWC0213, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218
Be aware of and adhere to industry standard ethical and codes of good practice	BWC0101, BWC0102, BWC0103, BWC0104, BWC0105, BWC0106, BWE0107, BWE0108, BWE0109, BWC0210, BWC0211, BWC0212, BWC0213, BWC0214, BWC0215, BWE0216, BWE0217, BWE0218

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

Provide a list of modules at each level, showing their credit value and status (compulsory /elective). Indicate the requirements for progression and awards.

FdSc Sports Science with Sports Coaching Education					
Year 1					
Module code	Module Title	Level	Credits	Status	Run
BWC0101	Academic & Research Enhancement	4	15	Compulsory	S1+2
BWC0102	Exercise Physiology & Anatomy	4	15	Compulsory	S1
BWC0103	The Sports & Exercise Practitioner	4	15	Compulsory	S2
BWC0104	Skill in Sport: Learning & Mechanics	4	15	Compulsory	S2

BWC0105	Introduction to Sociology of Sport	4	15	Compulsory	S1
BWC0106	Coaching: Theory to Practice	4	15	Compulsory	S2
BWE0107	Introduction to Nutrition	4	15	Elective	S1
BWE0108	Measurement & Meaning	4	15	Elective	S2
BWE0109	Effective Coaching Practice	4	15	Elective	S1

FdSc Sports Science with Sports Coaching Education					
Year 2					
Module code	Module Title	Level	Credits	Status	Run
BWC0210	Principles of Training for Sport & Exercise	5	15	Compulsory	S1
BWC0211	Applied Sport & Exercise Physiology	5	15	Compulsory	S1
BWC0212	Research Methods for Sport & Health	5	15	Compulsory	S1+2
BWC0213	Sports Development	5	15	Compulsory	S1
BWC0214	Sports Psychology	5	15	Compulsory	S2
BWC0215	Coaching: Theory to Practice 2	5	15	Compulsory	S2
BWE0216	Motivating Health Behaviour	5	15	Elective	S2
BWE0217	Global & Cultural Studies	5	15	Elective	S1
BWE0218	Sport & Exercise Biomechanics	5	15	Elective	S2

FdSc Sports Science with Sports Coaching Education Part Time					
Year 1					
Module code	Module Title	Level	Credits	Status	Run
BWC0101	Academic & Research Enhancement	4	15	Compulsory	S1+2
BWC0102	Exercise Physiology & Anatomy	4	15	Compulsory	S1
BWC0103	The Sports & Exercise Practitioner	4	15	Compulsory	S2
BWC0104	Skill in Sport: Learning & Mechanics	4	15	Compulsory	S2

FdSc Sports Science with Sports Coaching Education Part-Time (Year 2)					
Module code	Module Title	Level	Credits	Status	Run
BWC0105	Introduction to Sociology of Sport	4	15	Compulsory	S1
BWC0106	Coaching: Theory to Practice	4	15	Compulsory	S2
BWE0107	Introduction to Nutrition	4	15	Elective	S1
BWE0108	Measurement & Meaning	4	15	Elective	S2
BWE0109	Effective Coaching Practice	4	15	Elective	S1

FdSc Sports Science with Sports Coaching Education Part-Time (Year 3)					
Module code	Module Title	Level	Credits	Status	Run
BWC0210	Principles of Training for Sport & Exercise	5	15	Compulsory	S1
BWC0211	Applied Sport & Exercise Physiology	5	15	Compulsory	S1

BWC0212	Research Methods for Sport & Health	5	15	Compulsory	S1+2
BWC0213	Sports Development	5	15	Compulsory	S1
BWE0217	Global & Cultural Studies	5	15	Elective	S1

FdSc Sports Science with Sport Coaching Education Part-Time (Year 4)					
Module code	Module Title	Level	Credits	Status	Run
BWE0216	Motivating Health Behaviour	5	15	Elective	S2
BWC0215	Coaching: Theory to Practice 2	5	15	Compulsory	S2
BWC0214	Sports Psychology	5	15	Compulsory	S2
BWE0218	Sport & Exercise Biomechanics	5	15	Elective	S2

4.2 Professional requirements

N/A

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

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

There are also a variety of assessment methods such as essays, reviews, scientific reports, posters and oral presentations. Reflective learning is encouraged through use of self, peer or staff formative feedback on assignments, group work, project work and reflective diaries.

You will also be required to undertake a number of suitable work placements throughout the programme. These will enable you to gain a better understanding of theory in practice and to be better employment ready through knowledge and experience of the work place and of work readiness skills. 30% of your assessed learning outcomes will be assessed through work placement experiences. The FdSc student handbook covers these in more detail.

To enable you to develop suitable skills we have links with a variety of local employers across the sports coaching industry including private coaching companies, public sector based organisations and the not for profit industry. These employers will be able to offer work placements and will be involved in some selected delivery roles. They may also be present for presentations to allow suitable feedback that is employer focussed, skills and requirements.

Co-ordinated implementation of the University Assessment Compact, 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 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.

The programme handbook provides a commentary for students on how the Graduate Attributes are developed through the programme and will be discussed during induction and students will be supported and advised in the achievement of these and their own personal development.

The Assessment Compact can be found at:-

<http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>

5.2 Assessment regulations

The programme conforms to the University's Academic Regulations; Section B1:
<http://www.brookes.ac.uk/regulations/current/specific/b1/>

SECTION 6: ADMISSIONS

6.1 Entry criteria

Further details and admissions requirements can be found on the Oxford Brookes website.

Mature applicants with relevant experience who do not have the stated entry requirements are encouraged to apply.

6.2 DBS checks

To aid you in your work placement Bridgwater College have a work placement co-ordinator working within the Sports and Services section who will be able to assist you in your obtaining placement. In addition they will help with obtaining suitable DBS clearance if required by your placement. This is likely if you are going to be working with children or other vulnerable groups. Bridgwater College has a number of employers in a variety of sectors that have expressed an interest in working with you.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

Students will be supported in the following ways:

- An induction programme before the start of formal teaching. Induction includes information on the programme structure and timetable, introduction to the library and College support services
- A personal tutor at the College to help with academic development, offer personal support and provide information about College support services.
- Students are provided with a programme handbook at the start of each academic year, and detailed module handbooks at the start of each semester.
- As enrolled students of Oxford Brookes, students have access to all University's support and disability services, including the Students' Union and Careers and Employment Centre.

SECTION 8: GRADUATE EMPLOYABILITY

Graduating students typically enter employment within areas such as: teaching (primary, secondary and further education), Sports Science support, the fitness industry, community coaching, elite coaching and personal training. The programme enables the students to experience some of these potential career pathways and to gauge a better understanding of the Sports Science and Coaching industry.

SECTION 9: LINKS WITH EMPLOYERS

- Visiting speakers from relevant areas will be arranged to enhance the students understanding on the programme.
- Work-based learning will enhance the application of theory and support the employability of students after the programme.
- The college has established links with Bristol City FC, Yeovil Town FC, Bridgwater Town FC, Bridgwater & Albion RFC, Team BC, Somerset County Cricket Club, Lloyds Bank, SASP (Somerset Active Sports Partnership), Everyday Coaching, 4T Coaching, D.C Performance Coaching and a number of Primary and Secondary Schools in the Somerset area.

SECTION 10: QUALITY MANAGEMENT

Higher Education is an important aspect of Bridgwater College and as such there are number of quality management systems in place to ensure continuity of quality provision.

The senior level committee is the Higher Education Review Group. This group are responsible for providing a steer on the direction of the college within in regards to Higher Education. This is chaired by a College Governor with substantial experience with HE quality.

At operational level there is a termly HE Programme Manager meeting that shares good practice, discusses quality issues and best approaches from an academic teaching view. This is chaired by the Head of Academic Partnerships and Marketing and the Head of Staff & Quality Services is a member.

There are two conferences during the year that provide a briefing and opportunity to explore quality issues, overall performance and pertinent topics that contribute to CPD.

The overall quality of Higher Education programmes is managed by the curriculum Area Head and the Head of Staff & Quality Services. Each curriculum Area is divided into Sections with a Section Leader and each programme with the Section has a specific Programme Manager.

The quality of teaching and learning is quality assured and reviewed and improved by the college's internal quality systems. These include SAMs (Self-Assessment Monitoring) which happens on a termly basis and is undertaken by the Programme Manager and reviewed by the Quality team. This feeds into Section Operational Plans and Area Operational plans. The college uses these to inform and complete the annual Higher Education Self-Evaluation. In addition HE lesson observations are undertaken and analysed across college and feed into the self evaluation reports.

Bridgwater College has an appraisal system for all staff and includes lesson observation details, required development and scholarly activity.

The Student Voice is important and is encouraged and collected in a number of ways. It is used to feed into the internal quality mechanisms. It is collected formally via student representative involvement in Programme meetings, programme planning and student forums. Moreover, college students are involved in college surveys and National Student Survey with feedback used to address and monitor progress. HE students have a termly representative forum giving them the opportunity to feedback on their experience as a HE student at the College and drive forward student perceptions and needed developments. This currently chaired by a member of the senior management team and the Principal normally attends.

In the development and planning of the FdSc the development team have involved current HND students and they have attended meetings with Bridgwater and Oxford Brookes University staff. Their involvement has helped shape the order of modules and choice and methods of assessments. Employers have also been involved in helping to shape module content to ensure validity and relevance of module and to meet current practice.

The quality of assessment at course level is monitored by internal verification and between the college and University before work is issued to students. The course has an External Examiner associated with each programme who will provide feedback on the quality of assessment to promote continuous improvement and parity with other HE institutions. Internally EE reports are monitored by the HE Quality Team to detect common themes and improvements in the provision of HE programmes. All EE reports are analysed annually and reported to the College's HE Review Group for consideration and to inform strategy and annual planning processes.

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 appraisal of the annual external examiner reports.