

Managed by the Faculty of Sport & Public Services

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

Date approved:	
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 Brooks University
Teaching institution and location:	Solihull College & University Centre
Language of study:	English
Final award/s:	N/A
Programme title:	FdSc Sports Science, Fitness & Coaching
Interim exit awards and award titles available:	N/A
Brookes course code:	FDSC-SFF
UCAS code:	TBC
JACS code:	TBC
HECoS code:	100095
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time)
Duration of study:	2 years Full time or 4 years part 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:	
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at:

SECTION 2: WHY STUDY THIS PROGRAMME?

The purpose of the Foundation Degree in Sport Science, Fitness and Coaching is to enhance employability and career progression within a selected sports industry. In addition learners will develop an understanding of the evolving role science plays in sport, fitness and coaching and promote the development of key knowledge, skills and behaviours in learners relating to academic research and the wider 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.

The programme is designed to provide a greater level of understanding of the role science has in sport, fitness and in sports coaching. The majority of learners will have come from sports related level 3 background and will be looking to specialise in sports science, fitness or coaching related fields. An evidence-based approach to enquiry is a skill highly relevant to sports coaches and fitness professionals seeking to develop their understanding of the wider issues that affect their coaching and or teaching practice. In addition, the influence Sports Science has on the performance of athletes and the development of sports people, means that knowledge of the Sports Science disciplines can only enhance the impact a coach can have in sport and increase the coach's employability and career prospects.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

3.1 ACADEMIC LITERACY

- Demonstrate a sound understanding of the skills and professional knowledge required to underpin Sports Coaching, Fitness and Rehabilitation activities.
- Demonstrate and analyse appropriate skills and processes within Sports Coaching, Fitness and Rehabilitation activities.
- Demonstrate scientific concepts within Sports Science, Fitness and Coaching activities, using appropriate scientific and subject-specific terminology.
- Demonstrate key knowledge and skills within Sports Science, Fitness and Coaching activities via Use reflective learning to inform understanding and knowledge of professional practice within the field of Sports Science, Fitness and Coaching.

3.2 RESEARCH LITERACY

- Research, review, synthesise, summarise and analyse subject-specific information
- Demonstrate use of appropriate theories, concepts, reports and scientific knowledge to support findings and hypotheses.
- Plan and develop small scale projects that collect information and analysis findings.

- Identify conflicting perspectives on issues and offer possible solutions.
- Analyse established techniques to initiate and undertake critical analyse of information and propose solutions to common Sports Coaching, Fitness and Rehabilitation issues and activities supported by appropriate sources

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

- Set goals, manage time and tasks, and reflect on feedback to ensure that industry standards are achieve.
- Apply team-working skills in order to work productively and effectively with colleagues, members of the public, staff and authority figures.
- Manage themselves, their own professional practice, in accordance with the professional, ethical and legal framework, recognizing their own abilities and limitations.
- Demonstrate an ability to organise oneself in order to develop as an autonomous and independent learner
- Evaluate personal performance in Work Based Situations
- Define personal career goals, plan an appropriate strategy to achieve career goals
- Manage time effectively and meet deadlines
- Identify personal strengths and areas for improvement/further development

3.4 DIGITAL AND INFORMATION LITERACY

- Make use of mainstream word-processing, presentation and spreadsheet programmes to report information in an appropriate format.
- Present and interpret data generated from coaching science practices.
- Analyse the differing forms of digital information systems to identify and retrieve information.
- Confidently use mobile applications and computer programmes designed for use in the coaching industry.
- Capture and edit video footage to use as a feedback tool.

3.5 ACTIVE CITIZENSHIP

- Analyse the implications of engaging with both local and global communities.
- Apply knowledge of the local and global perspectives of one's discipline.
- Develop a critical awareness of the complexity of diverse perspectives, cultures and values and the ability to question one's own perspective and those of others.
- Analyse the knowledge and skills necessary to improve society through actively engaging with issues of equity, sustainability and social justice.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
	PROFESSIONAL SKILLS DEVELOPMENT	15	4	Compulsory	100:0
	FUNDEMENTALS OF RESEARCH METHODS	15	4	Compulsory	100:0
	FUNCTIONAL ANATOMY & PHYSIOLOGY	15	4	Compulsory	100:0
	FITNESS TRAINING & TESTING	15	4	Compulsory	100:0
	FUNDEMENTALS OF SPORTS PSYCHOLOGY	15	4	Compulsory	100:0
	CLINICAL REASONING & INJURIES	15	4	Compulsory	100:0
	INTRODUCTION TO SPORT & EXERCISE NUTRITION	15	4	Compulsory	100:0
	SKILL ACQUISITION & COACHING	15	4	Compulsory	100:0
	DEVELOPING AS A RESEARCHER	15	5	Compulsory	100:0
	WORK EXPERIENCE	15	5	Compulsory	100:0
	APPLIED PHYSIOLOGY & LABORATORY METHODS	15	5	Compulsory	100:0
	STRENGTH & CONDITIONING WITH BIOMECHANICS	15	5	Compulsory	100:0
	FUNDAMENTALS OF SPORTS COACHING	15	5	Compulsory	100:0
	APPLIED SPORTS PSYCHOLOGY	15	5	Compulsory	100:0
	INJURY REHABILITATION	15	5	Compulsory	100:0
	SPORTS PERFORMANCE ANALYSIS	15	5	Compulsory	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

All level 4 modules must be passed before progression onto year 2 of the programme. These modules underpin the requirements of study at level 5. Over the course of the Sports Science, Fitness & Coaching foundation degree students will study a minimum Essentially, the FD consists of 120 credits, divided into 8 modules, per year of study. The progression/award requirement is that all modules have to be passed at level 4 in order to progress, and all modules then have to be passed at level 5 in order to qualify for the award. Students successfully completing this award or similar elsewhere achieving a 55% grade average will be able to progress onto BSc Top Up is: Fitness Coaching and Sports Science.

The FdSc is classified as Pass, Merit or Distinction. To Pass the award, a student must achieve an overall average mark of at least 40%. To obtain a Distinction classification, a student must achieve an average of 70% or more over the 120 graded credits at level 5. A Merit classification is awarded to students who achieve an average of between 60-69% over the 120 graded credits at level 5. For clarity, marks are truncated, not rounded up, and the award of a classification is calculated in whole numbers.

An exit award is a possibility, a Certificate of Higher Education (CertHE) is available as an exit award for students who pass, within a period of three years, modules worth at least 120 credits, but who are unable to complete the full Foundation Degree programme. Any student wishing to be a candidate for a Certificate of Higher Education must register for the award before or during the semester in which he or she expects to complete the programme requirements. The Certificate is not available to students intending to complete the Foundation Degree.

The Certificate of Higher Education may be classified as Pass, Merit or Distinction on the basis of their average mark over the 120 credits studied and passed. The award is Passed by achieving an overall average mark of 40% or above. A Merit grade is awarded to students who achieve an average score of between 60-69% for these modules. To obtain a Distinction, a student must achieve an average of 70% or more over the 120 Credits. The average will be calculated on the modules passed up to and including the semester in which the regulations for the CertHE are first satisfied

4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING 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 Moodle, 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 in the form of coursework 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, some elements of distance/remote learning and reflective diaries (Graduate Attribute 3).

Co-ordinated implementation of the University Assessment and Feedback Policy, 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.

SCUC has an ethos of continuous development. Weekly Teaching and Learning sessions are delivered by a team of coaches (one member of the teaching team is the Teaching and Learning Manager at SUCU, and another tutor is a Teaching and Learning Coach) which cover a range of teaching initiatives.

A recent focus for 2018 training has been EdTech initiatives. Session delivery has covered the use of new software and hardware. The principal classroom for the course has a brand-new internet-enabled Smart Board installed, which enables instant student collaboration from their devices, polls, quizzes etc. Students can scan a QR code on the board to get hand-written board notes sent directly to their device. Staff training has been provided on the utilisation of the new board. Information about the learning experience is provided in the prospectus course entry.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

- A minimum of 32 UCAS points (new tariff) / 80 UCAS points (old tariff)
- A BTEC Subsidiary Diploma, Diploma, Extended Diploma or other equivalent qualifications, such as GNVQ/NVQ or other Level 3 vocational qualifications.
- A minimum of one pass at A-level or 6-unit Vocational A-level, plus three passes at GCSE (grades A–C), or O-level (grades A–C) normally including Mathematics, English Language and Science.

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

There is a requirement in year 2 of the programme to have a DBS check carried out where needed due to the work placement requirement at level 5. The work experience module tutor will be responsible for liaising with the faculty office.

SECTION 7: PREPARATION FOR EMPLOYMENT

Whilst learners will develop an understanding of the evolving role science plays in sport, fitness and coaching and promote the development of key knowledge, skills and behaviours in learners relating to academic research and the wider aspects of working as a sports practitioner. The programme also aims to provide learners with significant Work Based Learning opportunities by requiring learners to regularly apply course content to industry. From their work placement module and from visiting quest speakers and relevant employers linked to individual modules such as PE teachers, coaches, sports development officers, sports therapists, sports centre managers, sports analysts etc. Teaching and learning methodologies will be linked to employability within each module.

In year 1 of the programme Professional skills development prepares students for employment as this module aims to encourage students in the development of transferable skills. This will give them the opportunity for students to work as part of a team following a local needs analysis to produce a choice of proposals to present to prospective employers a health and wellbeing, coaching or play scheme. These skills can then be utilised in a variety of contexts which the student will be exposed throughout their academic and employment careers and provide a sound bases for work experience at level 5.

The work experience module in the second year of the programme to provide learners with an opportunity to plan and carry out a specific placement This requires learners to work in a related capacity, for example as a sports analyst, Fitness industry, schools, Coaching etc or with a significantly different group of participants, for example, a different age group, standard of performer, or sport. This

will be supported in accessing this by the Sports Employer Liaison Officer. Prior to commencing this specific work placement, a proposal will be provided by the learner after consulting with their Workplace Nominee or the Sports Employer Liaison Officer as relevant, with personalised learning objectives agreed with the module leader. A DBS check will also be carried out where required, which will be coordinated by the work experience module tutor.

Solihull College and University Centre will identify a Sports Employer Liaison Officer who will be responsible for ensuring the suitability of work placements and to communicate where necessary with the organisation employing the learners. All learners must have a nominated point of contact (Workplace Nominee) within the organisation of their employment/volunteering who the Sports Employer Liaison Officer can communicate with. Ideally, this will be the learner's line-manager, however where this is not possible, an alternative colleague can be nominated.

As part of the programme there will be option for students to complete additional qualifications, including the Gym instructor qualification, VTCT Level 3 Sports Massage, and embedded into the coaching modules, there will be the option for learners to complete a disability coaching course, their first aid qualification and other additional level 1 coaching qualifications. The cost of this will be included in their main programme tuition fees.

On successful completion of this course the students can progress into a career within sports & exercise science, fitness industry, rehabilitation, or coaching. The course has been designed to provide students with a broad experience of employment opportunities available within the sport and exercise science industry. Students who graduate from the FdSc Sports Science, Fitness & Coaching and BSc (Hons) Fitness, Coaching and Sports Science (Top Up) programme will have developed a number of graduate and employability skills including the ability to plan and apply fitness and sports science skills and coaching skills 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 rehabilitation. In addition, to this, they will work with scientific data assessing performance within a coaching environment, making suitable adjustments based on this data. This is what our consultations with employers and students have identified as key employability skills within the sector.