

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	BA (Hons) Sport Development and Coaching BA(Hons) Sport Development and Coaching with Foundation Year
Awarding Body	Buckinghamshire New University
Teaching Institution / Delivery Location	Buckinghamshire New University / High Wycombe, UCAV & Uxbridge
Faculty	Design, Media & Management
School	Applied Management & Law
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	Hospitality, Leisure, Tourism and Sport (2008)
UCAS Code	C610
Course Code(s)	BS1SDC1 BS1SDC4 BS1SDC5
Mode and Length of Study	3 years / full-time 4 years / full-time sandwich 4 years/ full-time (foundation year)
Number of Intakes	2; September & February
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	n/a
Publication Date	01 September 2014; Revised May 2017 Foundation Year added July 2017, revised January 2018, July 2019, Sep 2019

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

The BA (Hons) Sport Development and Coaching award is for individuals with a keen interest in the development of sport and athletes at any and all levels or in community development through sport, and who wish to experience, develop and qualify as coaches. The programme will combine a theoretical and practical approach to understanding and engaging with the sport development and coaching industries, which will allow students to develop strong, transferrable academic and professional skills and practise delivering sport to the community in a number of projects, placements and volunteering opportunities. The course aims to stimulate students to employ a critical and politically informed lens to create culturally-aware, inclusive and reflective sport development strategists and coaches.

Why students should choose this award:

Students should choose this award if they are seeking to study an exciting course, developed with input from industry professionals, at a university that has been a pioneer in sport-related studies over the last 15 years and has a strong reputation for delivering vocational sport courses. The programme focuses on the contextual and operational challenges facing the sport industry with an aim to developing students that might engage with individuals, communities and organisations to promote participation opportunities, develop athletes, and contribute to the betterment of people's lives through sport. It will help them to establish and maintain networks, organise and run sport events and initiatives, and create, implement and evaluate important sport policy concerning such things as health, social inclusion and crime and anti-social behaviour. The programme is forward-looking and remains fully responsive to ongoing changes taking place in sport development, making full use of the combined industry and academic knowledge and experience of our dedicated staff and of our partnerships with public and private sector, local, national and international sport organisations.

Opportunities available for students after completion of the award:

Students completing the award will be highly employable in a field that values transferable graduate skills and prior engagement with the industry. According to Pitchford (2005) there are three primary job profiles in sport development: a) coaching, leadership and face-to-face work; b) facilitation and coordination; and c) management. These roles may be fulfilled within a number of host organisations, but the majority of sport development personnel work within local authorities, small-medium sized sport clubs, charity trusts, National Governing Bodies of sport or County Sport Partnerships (Pitchford and Collins, 2010). There are, however, a number of opportunities to work within education (schools, colleges, universities), the youth service, community projects, and professional sport clubs. Typical job titles for graduates would include Sport Development Manager, Sport Development Officer, Sport-specific Development Officer (e.g. football, rugby), Community Sports Coach, School Sport Coordinator, Physical Activity Coordinator. Over 35% of the sport development workforce are recent graduates aged 25-34, and an increasing number are going on to take postgraduate qualifications including PGCEs and masters-level programmes (Pitchford and Collins, 2010).

Expected knowledge and skills that the entrant will have on entry to the programme:

BA(Hons) Sport Development and Coaching 3year / sandwich 4 year

Admission regulations are in accordance with those prescribed by University Regulations. A typical entrant would be expected to have GCSE English and Mathematics at Grade C or above and a UCAS Tariff score of 200-240. This score can be achieved from a minimum of two 6-unit GCE A-levels or equivalent. Entrants would be expected to have passion for sport and some experience of working within the sport industry would be an advantage, but is not essential. Good communication skills are essential as students will be assessed in a number of ways including both written work and oral communication, and at times through the course will be expected to converse and work with external organisations. Entrants must be prepared to take responsibility for their learning, and be willing to work both individually and as part of a team and to participate fully in course activities. Basic ICT skills will be an advantage.

For BA (Hons) Sport Development and Coaching with Foundation Year (4 years)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year.

Please see the University's [General Entry Requirement](#) webpages for requirements for entry at this level.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Produce culturally-aware graduates who have the critical knowledge of sport development and coaching and are inclusive and responsive to the diverse needs of the community
- Enable students to adopt a creative approach to working in the sport industry founded on a sound conceptual and practical knowledge base and positive practical skills
- Foster a spirit of enquiry and equip students with the skills necessary for ethical, applied research
- Open doors for students with public and private sector sport industry partners and provide practical coaching opportunities in a range of settings

Programme Learning Outcomes

A. *Knowledge and Understanding*

On successful completion of the programme a graduate will be able to:

1. Build knowledge of the key organisations and structures responsible for sport and an understanding of their functions and relationships with one another
2. Identify and critique the dimensions, intricacies and evolution of sport development
3. Theorise the situational factors impacting on sport development policy and processes
4. Appraise the social and political factors that impact on the role and skills needed of a sports coach

B. *Intellectual/Cognitive Skills*

On successful completion of the programme a graduate will be able to:

1. Research, reflect on and challenge theories and concepts of equality and diversity in sport and use these to understand sport participation needs
2. Critically reflect on the sport development needs and constraints in the contexts of both community and educational settings
3. Evaluate the approaches to recruiting and managing people in the sport industry
4. Assess and apply theory and factual information that may impact on the strategic direction of sport in the UK and set objectives for sport development
5. Monitor and critically evaluate the impact of ongoing and new sport development initiatives

C. Practical Skills

On successful completion of the programme a graduate will be able to:

1. Design, promote and manage sport events and/or initiatives that respond to identified needs
2. Tailor and deliver coaching programmes to a range of sport participant groups
3. Design, conduct and present research that identifies and investigates issues appropriate to the sport development and coaching sector, and beyond
4. Communicate effectively with industry practitioners, sport participants and professional bodies.

D. Key/Transferable Skills

On successful completion of the programme a graduate will be able to:

1. Apply personal responsibility and reflective practice to identify professional development needs in a process of life-long learning
2. Review critically current research and primary sources (for example, refereed research articles and/or original materials appropriate to sport development)
3. Evaluate critically arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions and propose solutions to a problem

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
FY026	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FY027	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FY028	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FY012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL460	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL459	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL458	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL423	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL415	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SL411	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL430	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL414	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level 5										
SL596	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL597	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL517	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SL519	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SL520	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL528	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL516	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL518	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL531	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SL526	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL532	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SL523	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 6										
SL619	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL620	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL615	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL617	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL616	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL628	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
SL614	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL625	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SL618	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL640	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SL631	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

BA (Hons) Sport Development and Coaching aims to provide a balanced programme of study that equips students with industry knowledge and experience, academic and cognitive, and critical and transferrable skills, which will create culturally aware, prepared and responsive graduates. The course is underpinned by classroom-based teaching of current theory, concepts and research, delivered through a blend of lectures, interactive seminars and workshops, small-group activities and debates and supported at every stage by e-learning material. During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed. Additionally, throughout the three levels of study students are encouraged and enabled to form relationships with external partners including local, regional, national and international, to build networks in the longer term and essential vocational knowledge and experience in the shorter term.

Students are encouraged to become increasingly more independent in their learning as the course progresses. At Level 4 students are provided knowledge of the sport development and coaching industries in lectures and undertake related discussion and exercises in seminars and workshops where they receive guidance and support from module tutors. Students undertake coaching qualifications under the guidance of some of our industry partners and engage in practical coaching activities under the supervision of qualified lecturing staff. Through the Level 4 module, SL409 Professional and Academic Skills for Sport, students 'learn to learn' and are provided the foundation for developing the knowledge and skills required of all elements of the course and for life-long learning. Further modules introduce students to functional tools for working in the sport development industry, such as basic budgets, costing and marketing (e.g. SL416), as well as inter and intra personal skills in leadership and teamwork (e.g. SL414), the initial stimulation of critical, cognitive abilities (e.g.

SL416) and basic research tools (e.g. SL414), alongside introductory knowledge of the sport development and coaching industries and a foundation in psychology to support effective coach development (e.g. SL422, SL415, SL416).

At Level 5, students are expected to take a more active role in their own learning and future careers, to apply theoretical knowledge and to show deeper understanding as the complexity of the issues covered in modules increases. Applied research becomes interwoven with community-based learning where students employ the theory to develop, manage and evaluate 'real world' initiatives and projects in a number of modules (e.g. SL517, SL531, SL596) and place a strong emphasis on continuing professional development, especially through the core module, SL597 Working in Sport Development and Coaching, which includes a minimum of 40-hours work experience. The Level 5 module, SL520 Research in Sport and Exercise, prepares students for the research dissertation at Level 6, in which they have the opportunity to draw all conceptual, vocational and research elements of the course together via a major independent study. Coaching theory and practical coaching skills are advanced with a focus on the growth and development of athletes, and students have the opportunity to earn another coaching award in SL519. Students are also able to select a 15-credit option module in each semester, which allows them to tailor their programme to a small extent by engaging in elements of sport business management, sport and exercise science, sport psychology or sport-specific studies. As in Level 4, modules are delivered through a blend of lectures, interactive seminars, workshops, small-group activities and debates and are supported by e-learning material delivered through the VLE, with specific learning and teaching approaches determined at modular level.

At Level 6 the focus turns to the macro environment for sport development, especially strategic management skills, and reflexive and professional practice in coaching. The broader approach to teaching and learning at Level 6 is aligned to independent learning and the students' ability to critically review and analyse, synthesise and evaluate the information at their disposal in order to make informed and self-assured decisions for a more inclusive and socially-conscious sports world. The core modules of SL619 Strategic Sport Development, SL617 Funding for Sport and SL631 Working in Exercise Health and Fitness combine practical knowledge and tools for advancing sport development with the improvement of academic intelligence around critical thinking, analysis and synthesis, and self-reflection, as well as problem solving, decision-making and engagement with CPD. The aforementioned Research Dissertation (SL620) provides further opportunity for students to develop autonomous working practices, where they are challenged to plan, design, execute and disseminate a significant piece of work. In addition, further 15-credit option modules allow students to continue to pursue a particular interest.

Like the teaching and learning strategy, the specific assessment methods are determined at modular level, but are designed to reflect the course aims and learning outcomes, to equip students with industry knowledge and experience, academic and cognitive, and critical and transferrable skills, which will create culturally aware, prepared and responsive graduates for an inclusive and socially-conscious sport industry. To this end, while there is a varied diet of assessment at all three levels, it is predominantly coursework-based and, where possible, is designed to mirror 'real world' sport development or coaching activities, such as designing, implementing and evaluating coaching programmes and sport development initiatives, applying for funding, appraising policy, and reflecting on practice.

Work-Based / Placement Learning

A period of work-experience is located in the module SL597 Working in Sport Development and Coaching and takes place at a pivotal point in the course, mid-way through Level 5. All

students are expected to complete at least 40-hours of work experience and to reflect on this as part of their CPD to be included in Coursework 1 of the module. The department continuously pursues new partnerships optimising opportunities to enhance the student experience and promote experiential learning, and these partnerships may be exploited by students seeking work-experience. Modules at Level 4 (e.g. SL423, SL414) as well as workshops in the Sport Development Practice module itself, prepare students for applying for and undertaking their work-experience. Specifically, to facilitate field learning students will have the opportunity to formally liaise with members of the university careers team. Students may also take-up coaching experience and where this is with children, a Disclosure and Barring Service (DBS) check may be necessary. In SL631 students are asked to reflect on their learning experiences over the previous two years, this could include the formal coaching qualifications (SL411 & SI519) or the professional training/ CPD events (SL519, SL597, SL517) in relation to their work experience gained in SL519, SI531, and SL615) or any other work experience gained during their studies (many student work part time as coaches in addition to their required studies).

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table BA (Hons) Sport Development and Coaching 3 year

Course Title		BA (Hons) Sport Development and Coaching									
Course Code		BS1SDC1									
Mode of Study		Full-time									
Credit Value		UK	360			ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Close / Optional</i>)	Credit Value	Assessment Regime			Semester Taught		
						Written Exam %	Coursework %	Practical %			
Level 4											
SL460	Sport and Society	4	1	C	15	0	100	0	S1		
SL459	Games in Sport and Education	4	1	C	15	0	0	100	S2		
SL423	Professional and Academic Skills for Sport	4	1	C	15	0	100	0	S1		
SL415	Understanding Sport Development	4	1	C	15	0	60	40	S2		
SL411	Introduction to Coaching Theory and Practice	4	1	C	15	0	100	0	S1		
SL430	Sports Psychology: Individual Differences and Group Dynamics	4	1	C	15	0	100	0	S1		

SL458	Human Sciences for Physical Education	4	1	C	15	0	100	0	S2
SL414	Applied Sports Field Study	4	1	C	15	0	50	50	S2
Level 5									
SL596	Sport Development Application and Approaches	5	2	C	15	0	60	40	S1
SL597	Working in Sport Development and Coaching	5	2	C	15	0	100	0	S2
SL517	Sport, Diversity and Well-being	5	2	C	15	0	100	0	S1
SL519	Coaching and Athlete Development	5	2	C	15	0	100	0	S1
SL531	Performance Analysis	5	2	C	15	0	75	25	S2
SL520	Research in Sport and Exercise	5	2	C	15	0	100	0	S2
SL528	Sports Nutrition*	5	2	O	15	0	100	0	S1
SL516	Sport Operations Management	5	2	O	15	0	70	30	S1
SL518	Rugby Union: The Global Game	5	2	O	15	0	70	30	S1
SL521	Understanding People in Sports Business	5	2	O	15	0	50	50	S2
SL523	Football: The Global Game	5	2	O	15	0	100	0	S1
SL526	Cognition and Emotion in Sport and Exercise Psychology	5	2	O	15	0	40	60	S1
SL532	Applied Sport and Performance Psychology	5	2	O	15	0	100	0	S2
SL533	Applied Strength and Conditioning	5	2	O	15	0	100	0	S2
SL558	Outdoor Education	5	2	O	15	0	50	50	S2
Level 6									
SL619	Strategic Sport Development	6	3	C	15	0	100	0	S1
SL620	Research Dissertation	6	3	C	30	0	100	0	SB
SL615	Contemporary Coaching Issues	6	3	C	15	0	100	0	S1
SL617	Funding for Sport	6	3	C	15	0	100	0	S2
SL631	Working and Learning In Exercise Health and Fitness	6	3	C	15	0	100	0	S2
SL616	Communications and PR in Sport	6	3	O	15	0	65	35	S2
SL628	Applied Performance Analysis	6	3	O	15	0	60	40	S1
SL614	Club Business: Rugby	6	3	O	15	0	60	40	S1
SL625	Professional Development and Employability	6	3	O	15	0	100	0	S2
SL618	Club Business: Football	6	3	O	15	0	100	0	S2
SL640	Small Business and Entrepreneurship	6	3	O	15	25	75	0	S1

* SL528 Students should only select this module if they have some knowledge of sport physiology.

Course Title	BA (Hons) Sport Development and Coaching (Sandwich)								
Course Code	BS1SDC4								
Mode of Study	Full-time								
Credit Value	UK	360	ECTS			180			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
Level 4									
SL460	Sport and Society	4	1	C	15		100	0	S1
SL459	Games in Sport and Education	4	1	c	15			100	S2
SL423	Professional and Academic Skills for Sport	4	1	C	15	0	100	0	S1
SL415	Understanding Sport Development	4	1	C	15	0	60	40	S2
SL411	Introduction to Coaching Theory and Practice	4	1	C	15	0	100	0	S1
SL430	Sports Psychology: Individual Differences and Group Dynamics	4	1	C	15	0	100	0	S1
SL458	Human Sciences for Physical Education	4	1	c	15		100		S2
SL414	Applied Sports Field Study	4	1	C	15	0	50	50	S2
Level 5									
SL596	Sport Development Application and Approaches	5	2	C	15	0	60	40	S1
SL597	Working in Sport Development and Coaching	5	2	C	15	0	100	0	S2
SL517	Sport, Diversity and Well-being	5	2	C	15	0	100	0	S1
SL519	Coaching and Athlete Development	5	2	C	15	0	100	0	S1
SL531	Performance Analysis	5	2	C	15	0	75	25	S2
SL520	Research in Sport and Exercise	5	2	C	15	0	100	0	S2
SL528	Sports Nutrition*	5	2	O	15	0	100	0	S1
SL516	Sport Operations Management	5	2	O	15	0	70	30	S1
SL518	Rugby Union: The Global Game	5	2	O	15	0	70	30	S1
SL521	Understanding People in Sports Business	5	2	O	15	0	50	50	S2

SL523	Football: The Global Game	5	2	O	15	0	100	0	S1
SL526	Cognition and Emotion in Sport and Exercise Psychology	5	2	O	15	0	40	60	S1
SL532	Applied Sport and Performance Psychology	5	2	O	15	0	100	0	S2
SL533	Applied Strength and Conditioning	5	2	O	15	0	100	0	S2
SL558	Outdoor Education	5	2	O	15	0	50	50	S2
	Year 3 Internship (Sandwich Year)		3	O	n/a				
Level 6									
SL619	Strategic Sport Development	6	4	C	15	0	100	0	S1
SL620	Research Dissertation	6	4	C	30	0	100	0	SB
SL615	Contemporary Coaching Issues	6	4	C	15	0	100	0	S1
SL617	Funding for Sport	6	4	C	15	0	100	0	S2
SL631	Working and Learning In Exercise Health and Fitness	6	4	C	15	0	100	0	S2
SL616	Communications and PR in Sport	6	4	O	15	0	65	35	S2
SL628	Applied Performance Analysis	6	4	O	15	0	60	40	S1
SL614	Club Business: Rugby	6	4	O	15	0	60	40	S1
SL625	Professional Development and Employability	6	4	O	15	0	100	0	S2
SL618	Club Business: Football	6	4	O	15	0	100	0	S2
SL640	Small Business and Entrepreneurship	6	3	O	15	25	75	0	S1

* SL528 Students should only select this module if they have some knowledge of sport physiology.

Programme Structure for the 4-year course delivered at High Wycombe

Course Title	BA (Hons) Sport Development and Coaching with Foundation Year								
Course Code	BS1SDC5								
Mode of Study	Full Time								
Credit Value	UK	360 credits			ECTS	180 credits			
Module	Module Code	UC	CO	SA	CE	Assessment Regime			SE

						Written Exam %	Coursework %	Practical %	
Foundation Year									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100%		S1/S2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60%	40%	S1/S2
FY028	Inquiry and Research Skills	0	1	C	n/a		100%		S1/S2
FY012	Introduction to Sport Development and Performance	0	1	C	n/a		50	50	S1/S2
Level Four									
SL460	Sport and Society	4	2	C	15		100	0	S1
SL459	Games in Sport and Education	4	2	c	15			100	S2
SL423	Professional and Academic Skills for Sport	4	2	C	15	0	100	0	S1
SL415	Understanding Sport Development	4	2	C	15	0	60	40	S2
SL411	Introduction to Coaching Theory and Practice	4	2	C	15	0	100	0	S1
SL430	Sports Psychology: Individual Differences and Group Dynamics	4	2	C	15	0	100	0	S1
SL458	Human Sciences for Physical Education	4	2	c	15		100		S2
SL414	Applied Sports Field Study	4	2	C	15	0	50	50	S2
SL516	Sport Operations Management	5	3	O	15	0	70	30	S1
SL517	Sport, Diversity and Well-being	5	3	C	15	0	100	0	S1
SL518	Rugby Union: The Global Game	5	3	O	15	0	70	30	S1
SL519	Coaching and Athlete Development	5	3	C	15	0	100	0	S1
SL520	Research in Sport and Exercise	5	3	C	15	0	100	0	S2
SL521	Understanding People in Sports Business	5	3	O	15	0	50	50	S2
SL523	Football: The Global Game	5	3	O	15	0	100	0	S1
SL596	Sport Development Application and Approaches	5	3	C	15	0	60	40	S1
SL597	Working in Sport Development and Coaching	5	3	C	15	0	100	0	S2
SL526	Cognition and Emotion in Sport and Exercise Psychology	5	3	O	15	0	40	60	S1
SL528	Sports Nutrition*	5	3	O	15	0	100	0	S1
SL531	Performance Analysis	5	3	C	15	0	75	25	S2

SL532	Applied Sport and Performance Psychology	5	3	O	15	0	100	0	S2
SL533	Applied Strength and Conditioning	5	3	O	15	0	100	0	S2
SL558	Outdoor Education	5	3	O	15	0	50	50	S2
Level 6									
SL619	Strategic Sport Development	6	4	C	15	0	100	0	S1
SL620	Research Dissertation	6	4	C	30	0	100	0	SB
SL631	Working and Learning In Exercise Health and Fitness	6	4	C	15	0	100	0	S2
SL615	Contemporary Coaching Issues	6	4	C	15	0	100	0	S1
SL617	Funding for Sport	6	4	C	15	0	100	0	S2
SL616	Communications and PR in Sport	6	4	O	15	0	65	35	S2
SL628	Applied Performance Analysis	6	4	O	15	0	60	40	S1
SL614	Club Business: Rugby	6	4	O	15	0	60	40	S1
SL625	Professional Development and Employability	6	4	O	15	0	100	0	S2
SL618	Club Business: Football	6	4	O	15	0	100	0	S2
SL640	Small Business and Entrepreneurship	6	4	O	15	25	75	0	S1

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4	Level 5	Level 6	Level 7	Level 8
A. Knowledge and Understanding					
A1	SL415 SL411	SL596 SL517 SL518 SL523	SL619 SL617		
A2	SL415	SL596	SL619		
A3	SL416 SL415	SL596 SL517	SL619		
A4	SL411 SL422	SL519 SL596 SL517 SL521 SL532 SL526	SL615		
B. Intellectual / Cognitive Skills					
B1	SL416 SL422	SL517 SL596	SL615		
B2	SL415	SL517 SL596			
B3	SL414 SL411	SL521 SL516	SL619		

Programme Outcome	Level 4	Level 5	Level 6	Level 7	Level 8
B4			SL619 SL617		
B5		SL596	SL619		
C. Practical Skills					
C1	SL414	SL516 SL517			
C2	SL411	SL519	SL615 SL631		
C3	SL414	SL520	SL620		
C4	SL411 SL414	SL517 SL518 SL519 SL596	SL615 SL631		
D. Key / Transferable Skills					
D1	SL423 SL411	SL597	SL625 SL631		
D2		SL596 SL517 SL519 SL520	SL619 SL620 SL615 SL617 SL631		
D3		SL520	SL619 SL620		

SECTION D: CONTACT HOURS

Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will study 120 credits in an academic year which is therefore equated to 1200 notional hours. Module Descriptors provide detailed breakdowns of the categories given below.

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year 1 (Level 4)	291 (24%)	909 (76%)	0	1200
Year 2 (Level 5)	369 (31%)	831 (69%)	0	1200
Year 3 (Level 6)	234 (20%)	966 (80%)	0	1200
Total	871 (24%)	2729 (76%)	0	3600

Note: Table above reflects a 'typical' experience for a student and exact hours will depend on module options chosen at Levels 5 and 6

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website.

The award will be calculated as follows:

- Level 4 – 0% - 120 credits
- Level 5 – 33.3% - 120 credits
- Level 6 – 66.7% - 120 credits

The following modules may not be condoned:

- SL620 Research Dissertation

No exit award is available for students who withdraw at the end of the Foundation Year.

This programme will be covered by the following University regulations: *Other (please specify) University Academic Framework and Assessment Regulations*

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APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)
- Diploma of Higher Education (DipHE)
- Bachelor of Arts (Ordinary degree)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Appraise the social and political factors that impact on the role and skills needed of a sports coach
- Evaluate and interpret the situational factors impacting on sport development policy and processes

- Present, evaluate and interpret qualitative and quantitative data, in order to propose and plan basic sports provision.
- Assess the appropriateness of different approaches to sport development and coaching provision.
- Communicate proposals and evaluation findings using structured and coherent arguments
- Complete external training to develop new coaching skills within a structured and managed environment.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

SL416	Sport, Society and the Market
SL423	Professional and Academic Skills for Sport
SL415	Understanding Sport Development
SL411	Introduction to Coaching Theory and Practice
SL422	Foundations of Sport and Exercise Psychology
SL414	Applied Sports Field Study

Diploma of Higher Education

On successful completion of a **Diploma of Higher Education (DipHE)**, a graduate will be able to:

- Research, reflect on and challenge theories and concepts of equality and diversity in sport and use these to understand sport participation needs
- Design, promote and manage sport events and/or initiatives that respond to identified needs
- Critically reflect on the sport development needs and constraints to the ability to deliver programmes for these groups.
- Tailor and deliver coaching programmes applying theory to a range of sport participant groups
- Select and evaluate critically the appropriateness of different research techniques for approaches to solving problems in sport development and coaching.
- Effectively communicate information, arguments and analysis in a variety of forms to industry professionals and community members.
- Engage in personal development to enhance their leadership skills in sport development and coaching.

A **Diploma of Higher Education (DipHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 240 Credits comprising 120 credits at Level 4 **and** 120 Credits at Level 5. All modules at Level 4 and the following modules at Level 5 will count towards achievement of this award:

- SL596 Sport Development Application and Approaches
 - SL597 Working in Sport Development and Coaching
 - SL517 Sport Diversity and Wellbeing
 - SL519 Coaching and Athlete Development
 - SL520 Research in Sport and Exercise
- 2 options from those listed below:
- SL528 Sports Nutrition

- SL516 Sport Operations Management
- SL518 Rugby Union: The Global Game
- SL531 Performance Analysis
- SL521 Understanding people in Sports Business
- SL523 Football: The Global Game
- SL532 Applied Sport and Performance Psychology
- SL526 Cognition and Emotion In Sport and Exercise Psychology
- SL533 Applied Strength and Conditioning
- SL558 Outdoor Education

Ordinary degree

On successful completion of a **Bachelor of Arts (Ordinary degree)**, a graduate will be able to:

- Assess and apply theory and factual information that may impact on the strategic direction of sport in the UK and set objectives for sport development
- Apply personal responsibility and reflective practice to identify professional development needs in a process of life-long learning
- Review critically current research and primary sources (for example, refereed research articles and/or original materials appropriate to sport development)
- Evaluate critically arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions and propose solutions to a problem
- Communicate effectively with industry practitioners, sport participants and professional bodies.
- Develop the skills of a reflective practitioner to engage in self-directed CPD activity.

An **Ordinary degree** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of a combined total of 300 Credits comprising 120 credits at Level 4, 120 Credits at Level 5, **and** 60 Credits at Level 6. All modules at Levels 4 and 5 and the following modules at Level 6 will count towards achievement of this award:

- SL615 Strategic Sport Development
- SL619 Contemporary Coaching Issues
- SL631 Working and Learning In Exercise Health and Fitness
- SL617 Funding for Sport
- SL616 Communications and PR in Sport
- SL628 Applied Performance Analysis
- SL614 Club Business: Rugby
- SL618 Club Business: Football
- SL625 Professional Development and Employability
- SL640 Small Business and Entrepreneurship