

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	FDS Sc Sports Coaching
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Sport & Exercise Science
Award Title (including separate Pathway Award Titles where offered):	FDS Sc Sports Coaching FDS Sc Sports Coaching with Football Development and Performance (Pathway Award)
Pathways (if applicable)	Football Development and Performance Pathway
FHEQ level of final award:	5
Other award titles available (exit qualifications):	Certificate of Higher Education Sports Coaching Science Higher technical qualification
Accreditation details:	None
Length of programme:	2 years
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	Events, hospitality, events, sports and tourism (2019)
Other external reference points (e.g. Apprenticeship Standard):	CIMSPA professional standard Coach Apprentice Standard Sports Coach STO770 Sports Coaching Higher Technical Qualification (HTQ)
Course Code(s):	FSSPCOFT FSSPWWFT (Wycombe Wanderers Foundation)
UCAS Code(s):	
Approval date:	September 2023
Date of last update:	N/A

2. Programme Summary

This is a two-year foundation degree aimed at you if you already work, or would like to work, in the sports coaching sector. The course may also suit current performance athletes who wish to combine their sporting career with an academic qualification. The programme offers you an opportunity to combine academic study with workplace learning and/or experience of sports participation and competition. Students will develop a theoretical knowledge in key underpinning aspects of sports coaching (physiological, psychological and pedagogic aspects of the discipline). A significant aspect of the Foundation Degree is the strong

vocational focus through which students are consistently encouraged to relate theory to practice both in their work and playing/competition experience.

The programme focuses on the contextual and operational challenges facing the sport industry with an aim to developing sports coaches who 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 you to establish and maintain networks to organise and run sport events. Students will learn how to create, implement and evaluate important sport policy related to health, wellbeing, and social inclusion.

The programme is forward-looking and remains fully responsive to ongoing changes taking place in sport and physical activity, 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. A number of coaching qualifications and further professional development opportunities are embedded as part of the course.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Integrate learning from performance sport training or professional practice with theoretical knowledge to enable career progression
2. Provide opportunities for professional development across multiple roles in supporting athletes, school children and community participants
3. Enable independent study as a reflective practitioner in sporting roles
4. Create flexible learning opportunities for dual career athletes and support staff
5. Prepare learners for careers in sport and successful transitions from playing and competing

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate an understanding of core scientific disciplines related to sports coaching.
K2	Describe the importance of the coach athlete relationship as a factor for success.
K3	Demonstrate knowledge of sport coaching to the critical analysis of coaching practice.
K4	Identify the specific requirements for effective practice in education, performance and community settings.

K5	Evidence different pedagogies, approaches and leadership styles for delivering and improving performances in sport and physical activity.
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Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Investigate coaching theory to develop creative solutions for coaching delivery and sessions.
C2	Determine the factors when designing creative solutions to enhance coaching effectiveness and analysis.
C3	Analyse a range of skills which contribute to aural and visual coaching practice.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Demonstrate the communication techniques required to support athlete development combining all support available.
P2	Apply empirical scientific knowledge to contemporary coaching practice.
P3	Exercise an awareness of the social and ethical implications of coaching practice on participants.
P4	Complete assignments/ investigations/ practicals/ participant interaction with appropriate consideration for safety and risk assessment.
P5	Develop participants and autonomous sports performers.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Demonstrate independent learning skills and reflection to promote lifelong learning.
T2	Plan and execute personal development plans to ensure CPD.
T3	Communicate information clearly and coherently in a range of forms relevant to intended audiences.
T4	Evaluate information from a range of academic, industry and other sources.
T5	Use relevant software packages to collect, format, analyse, interpret, apply and present different forms of data.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through acquisition of critical knowledge of psychology, pedagogy, policy, and human sciences (K1-5, C1-4) and its applications for improving the health and wellbeing and sport and physical activity performances of community groups and athletes (P1-5). Professional practice and standards, including critical reflective practice, strong communication leadership abilities, ethics and safeguarding will be developed through hands-on coaching, pedagogic and sport development work. Project work and other coursework will foster a spirit of enquiry and critical analytical and synthesis skills.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Learners will normally have 48 UCAS points, however every application will be assessed on its individual merits.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	<p>Core modules: SES4001 Introduction to Coaching (20 credits) SES4002 Sport in Society (20 credits) SES4003 Developing Professional Identity (20 credits) SES4004 Introduction to Sport and Exercise Psychology (20 credits) SES4005 Human Systems and Movement (20 credits) SES4009 Introduction to Research in Sport (20 credits)</p>	Certificate of Higher Education , awarded on achievement of 120 credits at Level 4
Level 5	<p>Core modules SES5001 Coaching Pedagogy in Practice (20 credits) SES5006 Applied Research Project (20 credits) SES5007 Inclusive Practice in Sport and Physical Activity (20 credits) SES5013 Performance Analysis (20 credits)</p> <p>Typical Pathway (Normal Award) SES5005 Working in Sport and Physical Activity (20 credits)</p> <p><i>Students will also choose one module to the total of 20 credits from the following options:</i> SES5010 Applied Physical Education (20 credits) SES5011 Physical Activity and Sport in the Community (20 credits) SES5012 Approaches to Applied Sport and Performance Psychology (20 credits)</p> <p>Football Development and Performance Pathway (Pathway Award) <i>Students will study both modules to a total of 40 credits:</i> SES5023 Football Operations and Events Management (20 credits) SES5025 Working in Football Development and Performance (20 credits)</p>	Foundation Degree (Science) , awarded on achievement of 240 credits including 120 credits at Level 5

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

FDS Sc Sports Coaching aims to provide a balanced programme of study that equips learners with real life experience in the sports sector, industry knowledge and experience. Learners will develop academic, cognitive, critical and transferrable skills which will create culturally aware, prepared and responsive graduates. The course takes a blended learning approach underpinned by classroom-based, in-person teaching of current theory, concepts and research, delivered through a mix of lectures, interactive seminars and workshops, small-group activities and debates. Learners will be supported at every stage by e-learning material. This formal teaching activity will be enhanced by opportunities for work-based learning. Throughout the two levels of study learners are encouraged and enabled to form relationships with external partners including local, regional, national and international providers to build networks in the longer term and essential vocational knowledge including experience in the shorter term.

Learners are encouraged to become increasingly more independent in their learning as the course progresses. At Level 4, learners are provided knowledge of sports coaching in lectures and undertake related discussion and exercises in seminars and workshops where they receive guidance and support from module tutors. Learners undertake entry-level coaching qualifications under the guidance of some of our industry partners and engage in practical coaching activities under the supervision of qualified lecturing staff. They will 'learn to learn' by exploring the basics of enquiry and evidence-based writing as well as inter- and intra-personal skills in leadership and teamwork. Learners are provided with the foundation for developing the knowledge and skills required of all elements of the course and for life-long learning. Learners are further introduced to functional tools for working in industry and the initial stimulation of critical, cognitive abilities alongside introductory knowledge of the sports coaching, sport development, and physical education industries. The degree provides a foundation in psychology and human sciences to support effective coach development, using our state-of-the-art psychology and human performance laboratories.

At Level 5, learners are expected to take a more active role in their own learning and future careers under the three disciplines of performance coach, school coach and community coach, 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 learners employ the theory to develop, manage and evaluate 'real world' initiatives and projects in several modules and place a strong emphasis on continuing professional development, especially through placements. All learners are expected to complete at least 40-hours of work experience/placement activity relevant to their chosen pathway and to reflect on this as part of their continuing professional development. The learners will also complete a yearlong work-based learning module. The School of Human and Social Sciences continuously pursues new partnerships optimising opportunities to enhance the new experience and promote experiential learning, and these partnerships may be exploited by learners seeking placement opportunities. Also at Level 5, learners will be prepared for their research dissertation, in which they will 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 through nuanced pedagogic approaches, and learners can earn a Level 2 equivalent coaching award. As in Level 4, modules are delivered through a blend of lectures, interactive seminars, workshops, small-group activities, debates, and coaching practical sessions.

Assessment

The specific assessment methods are determined at modular level and are designed to reflect the course aims and learning outcomes, to equip learners with industry knowledge academic, critical and transferrable skills, which will create culturally aware, prepared and responsive graduates for an inclusive and socially conscious sport industry. While there is a varied diet of assessment at all levels, it is predominantly based on coursework and practical assessments and, where possible, is designed to mirror 'real world' coaching, sport development, or physical education activities, such as designing, implementing and evaluating coaching programmes and community initiatives, applying for funding, appraising policy, and reflecting on practice. All modules will include feedforward opportunities and ample time for assessment preparation; feedback on all assessments will place emphasis on progression.

Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. This may include lectures, seminars, workshops, practicals, or placement hours. A full breakdown of contact hours can be found in individual module descriptors. Teaching will be blocked to allow learners to remain either in sports training or work locations for part of the week.

7. Programme Regulations

This programme will be subject to the University's Programme Regulations.

- Module SES5006 Applied Research Project may not be compensated.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'

- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Foundation Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Make effective use of knowledge and understanding of the disciplines underpinning human structure and function				X					X					X				x	
Critically appraise and evaluate the effects of sport and exercise intervention on the participant					X									X			X		
Demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation														X			X		
Critically appreciate the relationship between sport and exercise activity	X																	x	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease and children																			
Demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport		X				X	X	X	X										
Employ social, economic and political theory to explain the development and differentiation of sport throughout society			X		X	X		X								X			

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation	X		X			X	X		X							X			
Monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport, including, where appropriate, injury diagnosis and treatment, in ways underpinned by current research										X	X								X
Evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings				X							X			X			X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance	X			X	X	X	X	X	X	X	X	X	X	X	X	X			X
Understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector								X		X								x	
Employ strategic planning and development planning skills in analysing, understanding and addressing the	X	X	X			X	X	X	X	X									

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
development needs and intentions of sport organisations and communities																			
Demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context	X	X	X		X	X		X		X	X	X	X	X					X

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)			Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																		
SES4001					X				X	X	X	X						X
SES4002	X	X	X					X							X			
SES4003													X	X	X	X		
SES4004	X			X	X		X											
SES4005				X									X			X		
SES4009															X	X	X	X
Level 5																		
SES5001	X				X	X			X	X	X	X			X			X
SES5006				X											X	X	X	X
SES5007	X	X	X			X	X	X	X						X			
SES5013				X	X								X			X		