



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Sport Science and Coaching Sport Science and Coaching (with Professional Practice Year) Sport Science and Coaching (with Foundation Year)
Qualification	BSc (Hons)
FHEQ Level	Level 6
Intermediate Qualification(s)	N/A
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full-time over 3 years With professional practice/ foundation year over 4 years Part-time pathway typically 4-6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
UCAS Course Code	CX61
External Benchmarking	QAA Subject Benchmark Statement - Events, Hospitality, Leisure, Sport and Tourism This document can be found at: http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf FHEQ level 6
Entry Month(s)	October, February

Why study this course

There has never been a better time to become a coach or to develop your coaching skills and knowledge. A number of recent major developments indicate that this will continue to be the case. The successful Olympic Games in London in 2012 and in Rio in 2016 have provided a

catalyst for change in the UK. The recruitment, retention and support of even more quality coaches are crucial if we are to maintain a legacy that goes beyond these games.

Educational Aims

The BSc (Hons.) Sport Science and coaching course aims to develop the necessary skills, knowledge and understanding relevant to improving/developing performers in a sport setting whilst supporting students to become motivated and prepared for fulfilling relevant career paths.

Specifically, the course aims are to prepare you to:

- Understand and apply the body of knowledge fundamental to improving/developing performers in a sport setting
- Solve problems by the application of appropriate tools and techniques
- Research, critically evaluate, summarise and communicate information
- Work effectively in teams or individually using appropriate professional standards of conduct and behaviour
- Become a self-regulated learner, using an awareness of opportunities for careers or further study in the setting and monitoring of personal objectives

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
SPO022-1	4	30	Foundations for Degree Studies	Core
SPO049-1	4	15	Anatomy and Biomechanics	Core
SPO068-1	4	15	Developing the Coaching Environment	Core
SPO077-1	4	30	Exercise Physiology	Core
SPO019-1	4	15	Introduction to Sport & Exercise Psychology	Core
SPO069-1	4	15	Developing Coaching Practice	Core
SPO013-2	5	30	Physiology of Exercise and Adaptation	Core
SPO081-2	5	15	Coaching for Development	Core
SPO027-2	5	15	Motor Performance & Learning	Option
SPO035-2	5	15	Performance Analysis (Player and Match)	Option
SPO079-2	5	30	Research and Analytical Procedures for	Core

			Project Preparation	
SPO073-2	5	15	Coaching: Developing the Performer	Core
SPO026-2	5	15	Social Psychology of Sport	Option
SPO032-2	5	15	Biomechanics	Option
SPO067-2	5	60	Study Abroad	Option
SPO065-2	5	0	Professional Practice Year (Sport Science and Physical Activity)	Option
SPO033-3	6	30	Applied Exercise Physiology	Core
SPO014-3	6	15	Applied Biomechanics	Option
SPO010-3	6	15	Applied Sport & Exercise Psychology	Option
SPO058-3	6	15	Performance Coaching	Core
SPO071-3	6	15	Coaching in Context	Core
SPO013-3	6	15	Sports Injuries	Option
SPO073-3	6	15	Work Experience for Sport Science & Coaching	Option
SPO051-3	6	30	Dissertation for Sport Science Courses	Option
SPO057-3	6	30	Work Experience Project for BSc Courses	Option

Course-Specific Regulations

There are no course-specific regulations related to this course.

Additional Course Costs

There are no additional course costs related to this course.

Entry requirements

Standard entry requirements

<https://www.beds.ac.uk/howtoapply/ukugentryregs> for UK students

<https://www.beds.ac.uk/howtoapply/eu/guides> for EU students

<https://www.beds.ac.uk/international/international-applications/international-entry-requirements> for international students

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

Use an understanding of the scientific principles of sport science and pedagogy to design and implement effective and sustainable programmes to develop/improve performers in a range of sport or physical education contexts.

Utilise specialist expertise on their own or contribute productively to a multi-specialist team with an agenda for performance development/improvement/learning

Produce evidence-based programmes and strategies for performance development/improvement/learning in the context of current scientific knowledge

Learn, use and adapt to new information and practical competencies as they develop in an evolving field

Course Learning Outcomes

Upon successful completion of this course, you should be able to:-

1. Apply scientific principles from the disciplines of sport science and coaching for the improvement/development of performers
2. Integrate theory and practice within the above disciplines and, where appropriate, examine an issue or question from more than one perspective or discipline
3. Describe and evaluate a range of research methods and techniques employed in the construction of knowledge within sport science and coaching.
4. Identify and respond appropriately to the ethical, health and safety, and professional requirements associated with conducting research and interventions involving sport science and coaching concepts
5. Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence systematic understanding of key aspects of the field of study and critical engagement with, and interpretation of, appropriate theory and data.

In order to qualify for the award of BSc (Hons) Sport Science and Coaching (with professional practice year), students will need to meet all of the outcomes above and:

6. Demonstrate knowledge and analytical understanding of the behaviours associated with the work place by successfully completing an approved placement of at least 720 hours

Learning and Teaching

The strategies adopted for learning and teaching in BSc (Hons) Sport Science and Coaching reflect the diverse nature of the subject. The course employs practical activities in the lab and

field, lead lectures, seminar discussions, workshops, on-line activities, and individual and small group tutorials.

Practical sessions or discussion seminars will enable you to apply theories taught during lectures and gain a deeper understanding of their use and contexts. Laboratory work and computer-based learning activities will provide opportunities to practise and develop research skills and techniques in preparation for conducting your own research and facilitate your understanding of research-based literature.

You will examine case studies and receive invited lectures from professionals in the field to learn from their expertise and reflect upon how your learning can be transferred into real life workplace settings. Throughout the degree, small group sessions require you to engage in problem-solving exercises and analytical discussions with your peers. You will learn to locate, evaluate and synthesise information from a variety of sources and be given opportunities to learn, practise, and develop communication and presentation skills, including a topic specifically designed to develop professional skills used by healthcare professionals.

Assessment

Assessment on the course is both formative and summative in nature and occurs at various points throughout the academic year. A wide variety of strategies and activities are employed to assess the specific unit learning outcomes. Modes of assessment include examinations (seen and unseen), essays, practical tests, laboratory reports, research projects, case studies, presentations and data-analysis exercises. These assessment methods will develop and assess core knowledge and skills relevant to your future employment and/or further education.

The scheduling of assessment points across the core units seeks to manage your assessment workload.

Formative assessment points provide feedback regarding your progress and diagnostic assessment will be used to assess your knowledge, understanding and skills. Summative assessment for the units includes a combination of the assessment modes set out above.

Assessment Map

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15												
Level 4																																										
SPO022-1	C			CW - eport									CW data		CW Eport																											
SPO049-1	C											EX PT																														
SPO0xx-1 coach 1	C										CW port																															
SPO021-1	C																				EX-PT				WR-lab		EX-PT															
SPO019-1	C																																							EX-OT		
SPO0xx-1 coach 2	c																																							CW - port		
Level 5																																										
SPO013-2	C											WR - Lab			Ex																											
SPO0xx-2 coaching3	C														EX-PT																											
SPO027-2	O														EX-PT																											
SPO035-2	O											CW - RW																														
SPO0xx-2 research	C																							WR-lab																		PJ-proj
SPO0XX-2 coach 4	C																																							CW - Port		
SPO026-2	O																																								CW - Ess	

SPO032-2	O																												WR-lab
SPO067-2	O																												
SPO065-2	O																												
Level 6																													
SPO033-3	C									CR-LR				PR-oral															
SPO014-3	O					x						CW-CS																	
SPO010-3	O											CW-CS																	
SPO058-3	C									WR-I																			
SPO0xx-3 coaching 6	C																											WR-I	
SPO013-3	O																												EX
SPO0xx-3	O																												PR-oral
SPO051-3	O								CR-LR																				PJ-Dis s
SPO057-3	O																												PR-Oral

Developing your employability

Through the coaching strand of the course you will be required to engage in periods of work experience that will total a minimum of 70 hours but may increase to approximately 200 hours depending on the options you take. You will be required to reflect on these experiences and this work will form part of your coursework tasks.

The course includes an optional professional practice year between levels 5 and 6. This opportunity will involve engaging in an appropriate work placement activity for a minimum of 720 hours over a minimum of 9 months. This is in addition to the hours mentioned above. Successful completion of the placement and associated written tasks should lead to the award of 'The Bedfordshire Edge'
<http://www.beds.ac.uk/edge>.

After Graduation

Employment:

Coaching has emerged as a profession over the last fifteen years and is a fast-growing area of sport employment. This course may lead to opportunities in sport coaching, performance analysis, exercise or fitness instruction, physical education teaching, sport development and GP referral work.

Further study:

There are a range of postgraduate study opportunities open to you for career paths in clinical, counselling, educational, health psychology, physical activity, nutrition, health promotion, business and personnel, research training, teaching and the Health Service.

You could study a University of Bedfordshire Postgraduate degree such as:

- MSc Strength and Conditioning
- MA PE and Sport Pedagogy
- Research degree (MSc by Research, Master of Philosophy, Doctor of Philosophy).

The course can also lead on to some conversion postgraduate courses such as:

- Post Graduate Certificate of Education (PGCE).

Additional Information

The course utilises a range of employers and practitioners to enrich the student experience.

Student Support during the course

Each student is provided with a Personal Academic Tutor (PAT) that guides and supports the student through the first two levels of study. At the final stage of study the student is supported by the member of staff they are working with for their final year project. This may or may not be the same PAT that they had previously.

Additionally, students are supported through the Peer Academic Learning (PAL) scheme that we operate. Experienced year 2 and 3 students provide a structured support programme to year 1 students.

Additional Course costs

There will be no additional course costs.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	The course will ensure that students with disabilities that may impair their ability to take part in practical aspects of the course will not be disadvantaged. Access to practical facilities and specialised equipment will be provided to allow any student to take a full and active part in practical components. In particular, if practical competencies are to be assessed appropriate alternative assessments will be provided for any student who is unable to demonstrate competence due to a disability.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

Administrative Information – Faculty completion	
Faculty	Education and Sport
Portfolio	Undergraduate Sport Science and Physical Activity
Department/School	School of Sport Science and Physical Activity
Course Coordinator	David Pears
Trimester pattern of operation	Oct (Trimester 1), Feb (Trimester 2).
PSRB renewal date (where	N/A

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

recognised)	
Version number	02/16
Approved by (c.f. Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	20 th January 2017
Implementation start-date of this version (plus any identified end-date)	2017
Study model type (e.g. study centre)	

Form completed by:

Name:David Pears..... Date:20th December 2016.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:
.....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	

Qualification aim (based on HESA coding framework)	
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Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Sport Science and Coaching Sport Science and Coaching (with Professional Practice Year) Sport Science and Coaching (with foundation year)
Qualification	BSc (Hons)
Route Code (SITS)	BSSCO-SN/BSSOSABF/BSSCFABF
Faculty	Education and Sport
Department/School/Division	School of Sport Science and Physical Activity
Version Number	02/2016

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	SP0022-1	SP0049-1	SP00XX-1	SP0021-1	SP0019-1	SP00XX-1	SP0013-2	SP0001-2	SP0027-2	SP0035-2	SP00XX-2	SP00XX-2	SP0026-2	SP0032-2	SP0067-2	SP0065-2
Level	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5
Credits	30	15	15	30	15	15	30	15	15	15	30	15	15	15	60	0
Core or option	C	C	C	C	C	C	C	C	O	O	C	C	O	O	O	O
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>															
1		LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2		LO1 and LO2	LO1 and LO2	LO1 and LO2		
2		LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2		LO1 and LO2	LO1 and LO2	LO1 and LO2		
3	LO1 and LO2										LO1 and LO2					
4																
5																
6 (PPY only)																Lo1,2

Unit code	SP0033-3	SP0014-3	SP0010-3	SP0058-3	SP00XX-3	SP0013-3	SP00XX-3	SP0051-3	SP0057-3
Level	6	6	6	6	6	6	6	6	6
Credits	30	15	15	15	30	15	15	30	30
Core or option	C	O	O	C	C	O	O	O	O
Course Learning	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>								

Outcome (number)									
1	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2
2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2
3							LO2	LO1 and LO2	LO1 and LO2
4	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2		LO1 and LO2		LO1 and LO2	LO1 and LO2
5							LO2	LO1 and LO2	LO1 and LO2

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course qualification and title		BSc (Hons) Sport Science and Coaching				
FHEQ Descriptor for a higher education qualification	level 6 Bachelor's Degree with honours (BSc)	Course Learning Outcome(s)				
		1	2	3	4	5
Bachelor's degrees with honours are awarded to students who have demonstrated:						
A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		✓	✓			✓
An ability to deploy accurately established techniques of analysis and enquiry within a discipline			✓	✓	✓	✓
Conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline			✓	✓		✓
An appreciation of the uncertainty, ambiguity and limits of knowledge			✓		✓	✓
The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).			✓			✓
Holders of the qualification will be able to:						
Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects		✓				✓
Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem			✓	✓	✓	✓
Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.			✓	✓		✓

The qualities and transferable skills necessary for employment requiring:					
The exercise of initiative and personal responsibility	✓	✓		✓	✓
Decision-making in complex and unpredictable contexts	✓	✓		✓	✓

Subject Benchmark Statement(s)	<i>QAA Subject Benchmark Statement for Events, Hospitality, Leisure Sport and Tourism, November 2016</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Generic Skills and Behaviours		
research and assess paradigms, theories, principles, concepts and data, and apply such skills creatively in explaining and solving familiar and unfamiliar problems, challenging previously held assumptions or answering research questions		All CLOs
describe, synthesise, interpret, analyse and evaluate information and data of an applied nature		CLO 3, 4 and 5
creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills		CLO1
complete a sustained piece of independent intellectual work (such as a long project or dissertation) which plans, designs, critically assesses and evaluates evidence in the context of appropriate research methodologies and data sources		CLO3, 4 and 5
demonstrate literacy and communication skills in a range of contexts including verbal, auditory, performance, digital and multi-media forms		CLO 2 and 5
demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data		CLO 3, 4 and 5
work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity		All CLOs
take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts		CLO1
recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct		CLO4

Subject Specific benchmarks	
make effective use of knowledge and understanding of the disciplines underpinning human structure and function	CLO1, 2, 4, 5
critically appraise and evaluate the effects of sport and exercise intervention on the participant	CLO1, 2, 4, 5
demonstrate the skills required to monitor and evaluate human responses to sport, exercise and/or rehabilitation	CLO1, 2, 4, 5
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	CLO1, 2, 4, 5
evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings	CLO1, 2, 4, 5
display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance	CLO1, 2, 3, 4, 5
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	CLO1, 2,
employ social, economic and political theory to explain the development and differentiation of sport throughout society	CLO1, 2
demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.	CLO1, 2