

Nottingham Trent University Programme Specification

Basic Programme Information		
1	Awarding Institution:	Nottingham Trent University
2	School/Campus:	Central College
3	Final Award, Programme Title and Modes of Study:	Foundation Degree in Sport Coaching (Full time)
4	Normal Duration:	2 years
5	UCAS code:	CX69

6	<p>Overview and general educational aims of the programme</p> <p>This new programme aims to contribute to the professionalisation of coaching in this country by offering students the opportunity to develop their knowledge, skills and understanding of the coaching process. This programme will appeal to those who have an interest in sports coaching, or would like the opportunity to further develop and enhance their understanding of the coaching process in order to become more effective coaches. Students will benefit by gaining a broad knowledge of the key areas of human sporting function, an awareness of a range of current issues in sports coaching, and practical experience of the planning, delivery and assessment of sports programmes. Students will have the opportunity of following a sports development or a sports performance pathway. Delivery of the programme is structured to ensure that the understanding gained in year one will facilitate a smooth transition from year one to year two, whether you are already experienced in the field of coaching or entering this field for the first time. You will gain the necessary tools and information to maximise your potential as coaches and develop the ability to describe and analyse the coaching process, coaching behaviour and coaching practice, through observational, evaluative and analytical processes. A particular strength of the programme is the attention given to helping you develop strong communication and leadership skills. The Foundation Degree in Sport Coaching is validated by Nottingham Trent University and is offered via full-time and part-time modes of study to include IT-based flexible learning. Successful completion of the FdSc will allow progression onto the BSc (Hons) Coaching and Sport Science offered by NTU.</p>
7	<p>Programme outcomes</p> <p>Programme outcomes describe what you should know and be able to do by the end of your programme if you take advantage of the opportunities for learning that we provide.</p> <hr/> <p>Knowledge and understanding. By the end of the programme you should be able to:</p> <ul style="list-style-type: none"> • provide a clear and multi-disciplinary analysis of the factors contributing to success in sports coaching • apply subject specific knowledge to working as a coach within a sporting context • demonstrate an understanding of what is required to work in the sport coaching industry <hr/> <p>Skills, qualities and attributes. By the end of the programme you should be able to:</p> <p><i>Intellectual Skills:</i></p> <ul style="list-style-type: none"> • review and synthesise appropriate research within the coaching context (A/B) • evaluate you own and others coaching performance in order to identify the key components that contribute to successful coaching (A/B) • engage in academic study related to the principles of effective planning. (A/B)

Professional Practical Skills:

- demonstrate practical professional skills relevant to sport coaching **(A)**
- contribute positively to individual and group activities relevant to sport coaching
- plan effective strategies to become better coaches **(A/B)**
- propose evaluative judgement on the ability to plan effectively **(A)**
- assess how effective you are as a coach and reflect and provide appropriate strategies to become a better coach. **(A/B)**

Transferable Skills:

- develop appropriate problem based learning skills to identify key areas for improvement **(A)**
- utilise key communication skills required to guide effectively and inform participants **(A)**
- provide students with the ability to communicate effectively with others **(A)**
- ensure communication, information technology, management skills and application of number are embedded within the subject context using case studies, class exercises, group work, problem based exercises and role play **(A)**
- demonstrate how subject specific and generic skills are utilised within sport coaching using case studies, class exercises, group work, problem based exercises and role play. **(A/B)**

Notes: **(A)** indicates those outcomes having specific reference to the QAA Foundation Degree Characteristics Statement, 2015. **(B)** indicates those outcomes having specific reference to the QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism, 2016.

8 Teaching and Learning Methods

The Foundation Degree programme seeks to use a wide range of teaching and learning methods to reflect the range of ways that different students learn. The methods used include:

- Work-Based Learning
- Coaching Practicals
- Case Studies/Problem Solving
- Student-led research activity
- Group work/discussions
- Information and Communication Technology applications
- Visits/Observations
- Guest Speakers
- Seminars

The facilities used include our Exercise Physiology Laboratory, as well as specialist facilities operated by partner organisations, such as Nottingham Trent University.

WORK EXPERIENCE / PLACEMENT OPPORTUNITIES

Whilst all students are encouraged from the start of the programme to take every opportunity to gain relevant work experience, whether a formal part of the programme or not, we have identified the need to support this even more. The programme will include a Work Based Learning Modules in which you will be able to gain substantial work experience as well as gain credits towards your qualification. We have a vast range of contacts across many sports and can support you in obtaining your work placement.

WORK PROJECT

The final year Project will be based on a topic chosen by you in conjunction with the tutor, and based on your own, original, piece of research.

In preparation for this there are a number of modules that include smaller scale project work, either on an individual or group basis. Some lead to written assessments and some to formal presentations and most allow for a high degree of student selection of the topic.

9 Assessment Methods

The project work that you are set is mapped against the learning outcomes of the programme modules (see below). In order to achieve your qualification, your tutors ensure that you have clear opportunities to meet all of the learning outcomes and to demonstrate this in your work.

The level of your attainment, and opportunities to progress in your learning, are identified via your project grades. The grading categories are:

%	
70 – 100	Distinction
60 – 69	Commendation
40 – 59	Pass
35 – 39	Marginal fail
0 - 34	Fail

The completion of practical projects usually involves a group critique, where students look at and comment upon each other's work along with their tutor. This allows for discussion with regard to targeted learning outcomes, and with regard to improving practice and performance.

Assessment methods include:

- Coaching/Leadership Practicals
- Work Placements
- Presentations
- Report writing
- Information Technology applications
- Projects
- Case Studies

10 Programme structure and curriculum

Level 4 and Level 5

FdSc Sport Coaching							
	MANDATORY MODULES					PATHWAYS	
						SPORT PERFORMANCE	SPORT MANAGEMENT & DEVELOPMENT
Year 1	Coaching Theory & Practice SPOR0113 (30cp)	Training & Testing for Sport Performance SPOR0213 (20cp)	Physiology of Sport Performance SPOR0313 (20cp)	Foundations of Sport Psychology SPOR0413 (20cp)	Methods of Enquiry in Sport SPOR0513 (10cp)	Performance Analysis SPOR0613 (20cp)	Management & Development of Sport SPOR0713 (20cp)
Year 2	Advanced Coaching Skills SPOR0813 (20cp)	Foundations of Sports Biomechanics SPOR0913 (20cp)	Applied Research Skills in Sport SPOR1013 (10cp)	Skill Learning in Sport SPOR1113 (20cp)	Professional Development Placement SPOR1213 (30cp)	Applied Sport Science SPOR1313 (20cp)	Event Management in Sport & Leisure SPOR1413 (20cp)

If a student is unable to complete the full two levels of the foundation degree (but has successfully completed level 4), NTU may consider the award of a Higher Certificate. This would be a contingency award only. A student may not set out to achieve this qualification at the commencement of study. Partial achievement of level 5 could be taken into consideration in the award of a Higher Certificate.

11 Admission to the programme

For admission to an FdSc course, students will normally be over 18 years of age. You should have successfully completed GCSEs in English Language and Maths at Grade 9 to 4/A* to C. Applicants must also have completed one of the following Level 3 qualifications equivalent to 64 UCAS points:

- A Level pass in a related area, grade D or above
- A pass grade on an appropriate Access to HE diploma
- DM in BTEC Level 3 90 Credit Diploma
- MM in BTEC Level 3 Diploma
- MPP in BTEC Level 3 Extended Diploma
- GNVQ Advanced/AVCE in a science-related subject

Mature students with alternative qualifications, proven relevant experience and necessary motivation are welcomed.

Applicants will be invited to visit the college, when they will be assessed for suitability and enthusiasm for the programme. They will be given a guided tour of the facilities generally and a talk on the structure and operation of the foundation degree. Applicants' questions will be answered at this time.

NB – in addition to the recommended entry requirements a documented interest in the field of sports coaching would be desirable. Any student who wishes to seek coaching opportunities that are not available to them, or are unrealistic to the local area, will be advised accordingly. Applications are welcomed from mature applicants (over 21 years). There may be flexibility in the above criteria for mature applicants.

Applicants may apply for exemption from specified modules on the programme through Accreditation of Prior (Experiential) Learning (AP(E)L) up to a maximum amount of 50% of the total credits for the programme. However, a student must study at least 60 credits at Level 4. Advanced entry to the programme may be considered by exception, where students are in receipt of a Certificate of Higher Education or intermediate level or equivalent qualifications recognised by professional, statutory or regulatory bodies

12 Support for Learning

Support for learning is an important part of the students' experience on the course. This is facilitated through the following procedures:

Course Induction:

The induction programme is intended to promote clear understanding of the course and a positive group dynamic, and to ensure that all students feel included and a part of their course group. The induction programme also enables the course team to engage with new students and check learning ability and identify issues such as DSA* not declared at interview stage. As a part of the induction programme you will be given a Handbook containing information about the course and the College. This is for your use and reference during your time as a member of the College.

(*Disability Student's Allowance)

Personal Tutors:

You will be allocated a personal tutor at the beginning of the course. He or she will take especial interest in both your academic and pastoral needs, and will meet with you in programmed 1:1 tutorials. Your personal tutor will look out for your best interests and will seek to resolve any issues you have – as well as celebrating your successes!

Learning Portal:

The college has a learning portal (Interact) where all course projects, handouts, course assessment and course structure materials can be located via a password given to students at the start of the course.

Student Support Department:

There is a student support office where all students can go to request help in a number of ways. These may be financial issues, personal issues (counselling) and other issues where students feel need for an external member of the college who is trained to give such help.

13 Graduate destinations/ employability

Successful completion of the Foundation Degree enables the student to progress to Year 3 study on the BSc (Hons) Coaching and Sports Science at NTU. Alternatively, students may choose to pursue relevant employment within the Sports industry.

14 Programme standards and quality

This programme has been devised in collaboration with sports industry partners (as set out above), and has also been 'benchmarked' against national HE standards as well as academic expectations.

Staff are familiar with the Framework for Higher Education Qualifications (FHEQ) and with planning and developing programmes against relevant QAA benchmarking statements and the QAA UK Quality Code for Higher Education. This has included reference being made to (and guidance taken from) foundation degree qualification benchmarking and the QAA Foundation Degree Characteristics Statement (2015). This ensures that the learning outcomes conform to national standards and levels. Further information can be found at www.qaa.ac.uk

The NTU Policy on Foundation Degrees has also been taken into consideration in the preparation for validation, as have the target attributes of an NTU graduate. Levels and outcomes for the new programme have also been benchmarked against NTU Academic Standards and Quality requirements, and particularly the University Undergraduate Award Framework that shows how the Foundation Degree is located (and integrated) within the range of NTU provision.

The University appoints an Internal Verifier, who works with the College-appointed independent External Examiner, to ensure that standards and quality are maintained and that NTU policies and procedures have been followed.

With regard to quality assurance, the course team coordinates the design, organisation, delivery of the modules and the assessment of students and is expected to actively model best practice in course management and delivery. Appropriate high standards are set for teaching and learning to ensure that targets for retention and achievement are achieved and demonstrate commitment to continuous improvement in accordance with college policies. A schedule of regular course committees (team meetings) chaired by the course coordinator ensures the regular review of the course content, organisation and management, teaching practices and assessment and assists team members in the sharing of information, good practice and in providing peer support.

The course committee includes all staff teaching on the course, a student representative and technician(s). In their schedule of meetings, one meeting per term is concerned with formal course review in which identified criteria are reviewed and evaluated, with action points where appropriate. The third such course review in the annual cycle concludes with a summative evaluation that is constructed around the QAA criteria for academic review. The outcomes and action points of each review are monitored by the HE Curriculum Manager and reported to the Director of Quality to check and identify cross-college issues. The outcomes and action points of the course reviews will also be used to contribute to the annual Programme Standards and Quality Report (PSQR) for NTU.

15 Assessment regulations

This programme is subject to the University's Common Assessment Regulations (located in its [Academic Standards and Quality Handbook](#)). Any programme-specific assessment features are described below:

The assessment regulations for Foundation degree programmes at Central College are outlined clearly in the College's Higher Education: Principles of Assessment policy.

Specifically, the assessment regulations for the Foundation degree shall be those of the NTU Quality Handbook Section 16B:

http://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138196.pdf

All grades and decisions will be subject to ratification by the end of year Examination Board.

16 Additional Information

Collaborative partner(s):	Nottingham Trent University
Programme referenced to national QAA Benchmark Statements:	Foundation Degree Characteristics Statement 2015 Subject benchmark statement for Events, Hospitality, Leisure, Sport and Tourism, 2016.
Programme recognised by:	
Date implemented:	September 2017
Any additional information:	