



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**BSc (Hons) Sport  
Coaching with  
International  
Foundation Year**

**Course Code: BSPCF**

**2021/22**

[leedsbeckett.ac.uk](https://leedsbeckett.ac.uk)

# ***BSc (Hons) Sports Coaching with Integrated Foundation Year (BSPCF)***

## **Applicant Facing Course Specification for 2021/22 Undergraduate Entrants**

Confirmed at APR/2021

*This is the date the information has been confirmed as correct by the Course Director*

### **General Information**

<b>Award</b>	Bachelor of Science (with Honours) Sports Coaching with Integrated Foundation Year
<b>Contained Awards</b>	Bachelor of Science Sports Coaching with Integrated Foundation Year Diploma of Higher Education Sport Coaching with Integrated Foundation Year Certificate of Higher Education Sport Coaching with Integrated Foundation Year
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification &amp; Credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at Foundation Year (Level 0) and 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (480 credits in total)
<b>Course Lengths &amp; Standard</b>	
<b>Timescales</b>	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none"><li>• 4 years (full time, campus based)</li><li>• 8 years (part time, campus based)</li></ul>
<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course

duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.

### **Location(s) of Delivery**

Headingley, Leeds (plus location of work placement, if applicable).

### **Entry Requirements**

Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: [www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning](http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning).

Admissions enquiries may be directed to: [AdmissionsEnquiries@leedsbeckett.ac.uk](mailto:AdmissionsEnquiries@leedsbeckett.ac.uk).

### **Course Fees**

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

### **Timetable Information**

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

### **Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))**

There are no additional or non-standard regulations which relate to your course.

### **Key Contacts**

**Your Course Director**

Foundation Year – David Cooke;

Levels 4 – 6 - Stephen McKeown

**Your Academic Advisor**

Your Academic Advisor will be allocated to you at induction.

**Your Course Administrator**

Your Course Administrator can be contacted by emailing [schoolofsportadmin@leedsbeckett.ac.uk](mailto:schoolofsportadmin@leedsbeckett.ac.uk)

## **Sandwich or Other 'In Year' Work Placement Information**

### **Summary**

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](http://www.leedsbeckett.ac.uk/studenthub/placement-information/): <http://www.leedsbeckett.ac.uk/studenthub/placement-information/>

### **Length**

60 hours over 20 weeks undertaken at Level 5.

48 hours over 20 weeks undertaken at Level 6.

### **Location**

Not specified

## **Other 'In Year' Work Placement Information**

### **Summary**

### **Length**

### **Location**

## **Professional Accreditation or Recognition Associated with the Course**

### **Professional Body**

There is no professional accreditation associated with this course.

## **Accreditation/ Recognition Summary**

N/A

## **Course Overview**

### **Aims**

The course is aimed at students with a significant amount of vocational, sporting or life experience, or those who have not been through a “traditional’ academic journey. This will include mature students, those that have been focussed upon professional sport, and those that have been unable to focus upon academic study until this point. The Foundation Year has a common structure, curriculum and set of learning outcomes, which will prepare students for HE level study.

The course aims to develop well-rounded, independent learners with a broad, applied skillset and emerging specialism in sports coaching. More specifically, a first-class graduate from the course will create exciting and engaging long-term plans based on in-depth knowledge of their participants, their sport (or activity) and the wider context. They will consistently deliver fun and challenging sessions, aligned with long-term plans, using appropriate coaching methods. They will also be able to identify when things do not go to plan and make informed changes ‘on the fly’, reflecting on the success of these experiments as a matter of habit. In making these reflections they will draw on evidence from different sources, acknowledging the strength of the support for the ideas that guide them. They will also be highly effective communicators and team players, helping them to work effectively with other key stakeholders, whilst emerging as self-aware young leaders with a realistic ‘vision’ for developing effective coaching programmes in particular contexts.

### **Course Learning Outcomes**

At the end of the course, students will be able to:

1. Develop a theory- and evidence-based understanding of the demands of sport for participants, relative to their bio-psycho-social stage of development.
2. Create a vision for a programme of work within a coaching environment and derive clearly aligned macro-, meso- and micro-level goals and plans.
3. Consistently apply appropriate, aligned and inclusive practice activities and coaching behaviours in coaching sessions to bring about realistic intended learning outcomes with different participant groups.
4. Make informed and justified ‘in-action’ changes to activities and behaviours within coaching sessions in order to bring outcomes closer to expectations.
5. Consistently display and critically reflect on a mature and skill-based approach to professional development, learning and self-regulation.

6. Critically reflect on the relationship between personal values, research evidence and the cultural norms and policies of relevant groups, institutions and stakeholders (e.g. participants, other coaches, clubs, schools, NGBs) in the design and delivery of coaching programmes.
7. Critically compare different sources of evidence and generate and analyse own evidence to support and reflect on the delivery and impact of coaching programmes.

## **Teaching and Learning Activities**

### **Summary**

In addition to fulfilling module and course learning outcomes, all learning and teaching activities should encourage students to engage with the module content, interact with their peers and academic staff while acquiring and developing their knowledge of key recurring themes. They should also create opportunities for students to apply that knowledge in appropriate contexts, then critically reflect and conduct research on their own and other people's practice.

Indicative learning and teaching activities at all levels will include:

- Problem based learning in response to case studies and scenarios
- Analysis and review of primary and secondary resources
- Debating or discussing practical ethical issues in sport and coaching
- Student-led coach education workshops in practicum and seminars (i.e. peer coaching, mentoring)
- Coaching in a variety of contexts including in-house festivals, schools, sports clubs and to their peers
- Devising mental models to represent their understanding of a sport and/or participant development
- Development of curricula and associated resources
- Macro, meso and micro planning and delivery
- Selecting, applying, adapting or devising performance analysis tools
- Application of critical reflection in Blogs, written reports or in practicum
- Enquiry based learning through research-based and research-like tasks

Research has shown that most people learn most successfully 'by doing' (Race, 2000). With this in mind the aim is to deliver >50% of the course through the practical, practicum and placement activity. Students will also be encouraged to seek additional work based learning opportunities where they can broaden their experience or develop specialist skills in a specific context, activity, or catering for the specific needs of a particular group of participants. Within the taught practicum, placement based practice, or in their own practice, students will learn to employ appropriate conceptual frameworks to inform their planning, in-action decision-making, and more in depth post-action reflections (Mezirow, 1990). Research on coach learning has argued strongly that coaches learn informally through reflecting regularly on

experience (Piggott, 2012; Cushion et al., 2012; Gilbert & Trudel, 2002). Students will therefore be taught how to reflect, gain reflective capacities and assessed on the depth and criticality of their reflections on experiences.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Part time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

### Level 0

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to Applied Pedagogy (20 credits)	Y	Developing Lifelong Health and Performance (20 credits)	Y
Introduction to Sport Development and Social Sciences (20 credits)	Y	The Sporting Environment (20 credits)	Y
Across both semesters			
Introduction to Higher Education Study Skills (20 credits)	Y	Introduction to Careers in Sport (20 credits)	Y

### Level 4

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Participant-Centred Curriculum (40)	Y	Practical Coaching Pedagogy (40)	Y
Research and Personal Development (20)	Y	Coaching Contexts (20)	Y

## Level 5

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Research Methods for Sports Coaching (20)			Y
Sport Curriculum (40)			Y
Coaching Pedagogy in Context (40)			Y

**Indicative option modules** (students choose 20 credits of electives, semester 1 in *italics*)

Perf. & Talent Dev.	Youth Sport & PE	Community Sport and PA
<i>Strength &amp; Conditioning (10)</i>	Inclusive Practice (20)	Intro. to Sport Dev. (20)
Performance Analysis (10)	Positive Behaviour Management (10)	
-	<i>Adventure, Play and Risk (10)</i>	

## Level 6

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Final Year Project (40)			Y
Model-Based Coaching (40)			Y
		Professional Practice (20)	Y

**Indicative option modules** (students choose 1 x 20 credit elective, all semester 1)

Perf. & Talent Dev.	Youth Sport & PE	Community Sport and PA
Advanced S & C (20)	Developing Primary PE (20)	-
Advanced Perf. Analysis (20)	Contemp. Issues in PE & YS (20)	-
Creating Pos. Perf. Env. (20)	-	-
Social Justice in Sport Coaching (20)		
Coaching for Positive Youth Development (20)		

## Assessment Balance and Scheduled Learning and Teaching Activities by Level

Foundation Year modules are delivered using lectures, seminars and tutorials with each module delivering a minimum of 48 hours of scheduled staff/ student contact time. Students will undertake an additional 152 hours of guided independent study during each module. Foundation Year students arrive at the University often with very different skills and

experiences compared to those who arrive at Level 4. To help recognise these differences and support these students, the teaching and learning activities along with both formative and summative assessments need to be carefully considered. Learning tasks that take place within one module will be used to scaffold the summative assessments that take place within other modules. An example includes searching for peer reviewed journal articles associated with defining “Pedagogy” within the Introduction to H.E. Study Skills. This could be given Formative feedback, whilst also adding to a portfolio of evidence to be submitted for Summative assessment. This learning can be used to help support the Summative assessment within the Intro to Applied Pedagogy. Similarly, during each of the discipline modules, students will be exposed to experiences linked to skills and knowledge required in several different careers. Within the Introduction to Careers in Sport, students are required to reflect upon their experiences within and outside that module, to rationalise a chosen career. Along side this, several assessments require students to evidence their engagement in both workshops, seminar activities and other independent study tasks. Whilst it would be expected that Level 4 students may engage in these activities due to a recognition of their importance, within the Foundation Year, these tasks have been written into a number of modules Summative assessments, giving extrinsic and academic credit for completion.

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### **Assessment**

The Foundation Year is assessed by course work predominantly, with some examinations and practical assessments.

Level 4 is assessed broadly by an even mix of coursework and practical assessments.

Level 5 is assessed broadly by an even mix of coursework and practical assessments.

Level 6 is assessed predominantly by coursework with some practical assessments.

### **Workload**

<b>Overall Workload</b>	<b>Foundation Year</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>

Teaching, Learning and Assessment	288 hours	288 hours	277 hours	130 hours
Independent Study	912 hours	912 hours	864 hours	1022 hours
Placement	-	-	60 hours	48 hours

## Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.