



LEEDS
BECKETT
UNIVERSITY

Course Specification

BSc (Hons) Sport Coaching

Course Code: BSSCS

2024/25

leedsbeckett.ac.uk

BSc (Hons) Sport Coaching (BSSCS)

Applicant Facing Course Specification for 2024/25 Undergraduate Entrants

Confirmed at DEC/2023

General Information

Award Bachelor of Science (with Honours) Sport Coaching

Contained Awards Bachelor of Science Sport Coaching

Diploma of Higher Education Sport Coaching

Certificate of Higher Education Sport Coaching

Awarding Body Leeds Beckett University

Level of Qualification and Credits Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).

Course Lengths and Standard Timescales Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:

- 3 years (full time, campus based)
- 4 years (full time, Sandwich Placement)
- 6 years (part time, campus based)

Part Time Study 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 The teaching on your course will take place at Headingley campus (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: <https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/>

Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.

Admissions enquiries may be directed to:
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.

Timetable Information

Standard Text: Timetables for Semester 1 will be made available to students during induction week via:

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

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

Policies, Standards and Regulations (<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>)

There are no additional or non-standard regulations which relate to your course/ or add details of approved regulatory exemptions which apply.

Key Contacts

Your Course Director

Stephen McKeown

Your Academic Advisor

Your Academic Advisor will be allocated to you at induction.

Your Course Administrator

Your Course Administrator can be contacted on 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.

60 hours over 20 weeks undertaken at Level 6.

Location

Not specified

Sandwich Work Placement:

Students can undertake a Sandwich year 20 credit module, a paid placement in a related industry for an academic year between levels 5 and 6. Students are available to start work at any time between June and September and there is a requirement for students to complete a minimum of 120 hours of professional development activities. This will usually be achieved via work placements or other work-based learning where placements are not possible.

This Sandwich year allows the student the opportunity to take responsibility for their own development and learning and to reflect on their progress. A key feature of the placement experience is to enhance the learner's employability and future career prospects. Students will have opportunity to develop business contacts and professional networks, gain understanding of the jobs and career market and develop the key employability and professional skills.

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 aims to develop students as well-rounded, independent learners with a broad, applied skill set and an emerging specialism in sport coaching. At the end of the three years students should be well equipped to enter the job market with a portfolio of evidence clearly showing their development in personal organisation, problem solving, time and resource management.

More specifically, first-class graduates from the course will be able to create exciting and engaging long-term plans based on an in-depth knowledge of your participants, their sport (or activity) and the wider context. They will have the skills to deliver fun and challenging sessions, aligned with long-term plans, using appropriate coaching methods.

These acquired evaluation skills will enable students to identify when things do not go to plan and make informed 'in action' changes, reflecting on the success of these experiments as a matter of habit. In making these reflections students will draw on evidence from different sources, acknowledging the strength of the support for the ideas that guide them. They will also have the opportunity to become a more highly effective communicator and team player, enabling them to work effectively with other key partners, whilst emerging as self-aware young leaders with a realistic 'vision' for developing effective coaching programmes in particular contexts.

Course Learning Outcomes

1. Collect information about participants to generate a theory and evidence-based assessment of their needs.
2. Create a model for a curriculum of work within a coaching environment and derive clearly aligned macro-, meso- and micro-level goals and plans.
3. Apply appropriate, aligned and inclusive practice activities and coaching behaviours in coaching sessions to bring about realistic intended learning outcomes with different and diverse participant groups.
4. Make informed and justified 'in-action' changes, noticing and analysing behaviours within coaching sessions, in order to bring outcomes closer to expectations as aligned with curriculum outcomes
5. Consistently display, and critically reflect on a mature and skill-based approach to professional development, learning and self-regulation.
6. 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 sport
7. Critically compare and synthesise multiple sources of evidence to create, reflect on and communicate research informed approaches to coaching practice.

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:

- Presenting and explaining core concepts
- 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’ (Hackenthorn et al, 2011). 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.

The majority of teaching time at Levels 4, 5 and 6 will consist of face-to-face delivery including lectures, seminars, practicals and tutorials. Some delivery time will comprise of online directed blended learning tasks and recorded lectures.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. 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 4			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Personal Professional Academic Development in Sport Coaching (20)	Y	Coaching Contexts (20)	Y
Developmental Coaching curriculum (20)	y	Participant Development Principles (20)	Y
Primary sport pedagogy (How to Coach 1) (20)	Y	Secondary Sport Pedagogy (How to Coach 2) (20)	Y

Level 5

Students are advised on elective choices based on three possible career pathways: -

- Performance and talent development
- Youth sport and PE
- Community sport development

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Coaching Pedagogy in Practice (How to Coach 4) (20) ¹			Y
Research in Practice for Sport Coaching (20) ¹			Y
Understanding Sport (20)	Y	Designing Sport Curriculum (20)	Y
Professional Development in Context (How to Coach 3) (20)	Y	20 credits of learning from <ul style="list-style-type: none"> • Introduction to Strength & Conditioning (10) • Positive Behaviour Management (10) • Performance Analysis (10) • Inclusive Practice (Multi Activity) (20) • Adventure, Play and Risk (10) 	N

¹ Taught across semester

NB – All option modules are indicative

Level 6

Students are advised on elective choices based on three possible career pathways: -

- Performance and talent development
- Youth sport and PE.
- Community sport development

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Applied Coaching Pedagogy in Context (20)			Y
Final Year Project (40)			Y

Level 6			
Creating long term curricula (20)	Y	Professional Practice in Sport Coaching (20)	Y
Choice of one from <ul style="list-style-type: none"> • Strength & Conditioning (20) • Advanced Perf. Analysis (20) • The Talent Development Environment. (20) • Developing Primary PE (20) • Contemp. Issues in PE & YS (20) • Coaching for Positive Youth Dev. (20) • Social Justice in Sports Coaching (20) 	N		

¹ Taught across semester

NB – All option modules are indicative

Part Time 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.

Assessment Balance and Scheduled Learning and Teaching Activities by Level

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.

Assessment

Level 4 is assessed broadly by an even mix of coursework and practical assessments with a focus on acquisition.

Level 5 is assessed broadly by an even mix of coursework and practical assessments with a focus on application.

Level 6 is assessed predominantly by coursework with some practical assessments with a focus on producing.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	288 hours	276 hours	198 hours
Independent Study	912 hours	804 hours	882 hours

Overall Workload	Level 4	Level 5	Level 6
Placement	-	120 hours	120* hours

*Placement hours may differ to the hours presented for Level 6 depending on which option modules students elect to undertake.

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.

Student Services

If you have any questions about life at university, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

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.