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**Programme Specification**

**Title of Course: BSc (Hons) Sport Analysis and Coaching**

**Date Specification Produced: June 2012**

**Date Specification Last Revised: August 2022**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Sport Analysis and Coaching |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | NA |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Sport Analysis and Coaching BSc. (Hons) programme is a unique blend of performance analysis and coaching development. The programme is designed to allow students to gain grounding in the theory of sport analysis and coaching and to develop this theory into applied areas. Students enrolled on the programme will develop an in depth knowledge and understanding of industry standard analysis tools used to aid the statistical analysis and coaching development of athletes. The programme runs in the field of Sport and Exercise Sciences and as such runs core modules that are key in studying sport, these include Exercise Physiology, Biomechanics and Sport Psychology. Additional core modules for the Sport Analysis and Coaching programme include Analysis in Sport and Exercise, Coaching Theory, Coaching Practice and Applied Notational Analysis. Students will follow a core pathway in level four with options being made available at levels 5 and 6 to reflect students’ specific interests and specialisms. Students are actively encouraged to gain coaching awards and experience alongside the degree programme with a coaching placement in level six forming part of the assessment within a module. In their final year, as a core element, students will conduct an original piece of independent research in a topic of their choice related to sport analysis or coaching with the aim to apply knowledge gained to develop athlete performance.

Students enrolled on the programme will also have opportunities to gain internships at a number of local amateur and professional sport clubs, which will support the student through work place practice alongside the academic content developed through the programme.

Graduates of the degree programme will gain theoretical and applied grounding, across a broad range of disciplines, in sport analysis and coaching allowing for a wide range of employability options post graduation. Graduates will also have attained the key and transferable skills such as communication, independence, time and task management, qualitative and quantitative research skills, and computer literacy that are considered essential by prospective employers. Students who complete the programme will be in a sound position to undertake postgraduate programmes in sport and exercise related topics either through taught or research degrees.

1. **Aims of the Programme**

The aims of the BSc (Hons) Sport Analysis and Coaching are to:

* provide a curriculum in Sport Analysis and Coaching supported by scholarship, staff development and a research culture to students from a wide variety of academic and social backgrounds;
* offer a variety of learning opportunities through flexible modes of study;
* produce graduates equipped with the subject specific knowledge and skills to enable them to pursue careers in a range of disciplines related to sport and performance analysis and coaching and to undertake further studies as well as professional development;
* develop within students an ability to critically evaluate information and solve problems in the interrelated subjects of sport performance analysis and coaching;
* equip graduates with a range of generic intellectual skills and key skills relevant to their personal development and future employment;
* provide graduates with knowledge of good and safe working practices related to sport analysis and coaching.

Additionally the aims for those on the sandwich programmes are to:

* provide graduates with a practical knowledge of the application of the academic disciplines related to a sport science/coaching and business environment;
* provide a broader knowledge of the career opportunities in subject areas related to sport sciences.
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Hospitality, Leisure, Sport and Tourism and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | demonstrate knowledge and understanding of sport analysis and coaching together with an in-depth knowledge of selected aspects of the subject | B1 | critically analyse and appraise both primary and secondary sources | C1 | demonstrate competence in a range of practical and analytical techniques used in sport analysis and coaching |
| A2 | apply subject knowledge and understanding to performance monitoring and enhancement in sport analysis and coaching | B2 | solve complex problems | C2 | understand, and be able to comply with, safety in the laboratory |
| A3 | demonstrate competence in a range of practical and analytical techniques used in sport analysis and coaching to monitor performance, and understand and comply with good and safe working practices | B3 | plan, conduct and report on an individual/group research | C3 | demonstrate skills in the evaluation and interpretation of laboratory and field data |
| A4 | learn independently and undertake the critical evaluation and interpretation of experimental data | B4 | assemble data from a variety of sources and discern and establish connections | C4 | plan and design experimental projects or field research relevant to sport analysis and coaching |
| A5 | use generic intellectual and key skills in lifelong learning, professional development, and future employment | B5 | demonstrate the ability to be independent, autonomous learners | C5 | plan, conduct and report on an individual research project in a discipline in line with sport coaching or performance analysis |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  |  |  |
|  | **Creativity and Problem Solving Skills** |  |  |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  |  |  |
| **Teaching/learning methods and strategies** |
|  The range of learning and teaching strategies include:* Formal lectures
* Practical classes
* Laboratory sessions
* Seminars
* Group work exercises
* Tutorials and blended learning
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| **Assessment strategies** |
| The assessment strategies employed in the Fields include the following:* Written examination/tests
* Multiple choice exams
* Essays
* Laboratory projects
* Posters
* Oral presentations
* Reports
* Case studies
* Practical assessments
* Research reports
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A levels: 260 points inclusive of either Biology/PE/Psychology.

BTEC: 280 from Sport and Exercise Science or 320 from all other Sport related programmes.

Access Diploma: 60 Credits, a minimum of 45 credits from level 3 with the remaining 15 credits from level 2

Science Foundation Year: Pass

Plus: GCSE (A\*–C): minimum of five subjects including English Language, Mathematics and Science.

A minimum IELTS score of 6 (with a minimum of 5.5 in any one element) or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time/part-time/sandwich mode, and leads to the award of BSc (Hons) Sport Analysis and Coaching. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

This course is mapped to meet the aims of the SkillsActive Higher Education Coach Education Endorsement Scheme.

**E2. Work-based learning including Sandwich Programme**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements with the support of the placement tutor and employability coordinator. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. The purpose of the placement is to allow students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students who are registered on the degree in the sandwich mode are required to undertake a period of at least 36 weeks of supervised work experience. This is assessed, and successful completion is required for the award, but the placement is not graded. Under exceptional circumstances, if it is not possible to find a suitable placement, it may be necessary to transfer a student’s registration to the non-sandwich degree.

As part of level six assessments, in Coaching Practice, students are required to gain a placement domestically or overseas to show a sound development of practical competencies to coach a range of athletes. Overseas placements are run in conjunction with GapForce to maintain safety and aid in the organisational aspects of the placement.

Students will be expected to gain external coaching qualifications during their studies. The University will support these by highlighting local courses and links available.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

At level 4 the focus is on the acquisition of underpinning knowledge across the broad spectrum of sport science and to develop their key and transferable skills. Study at level 4 will:

* provide students with a firm educational underpinning in sport science in preparation for the range of modules at higher levels;
* introduce and commence a formal process of instruction in the study of human anatomy and physiology with particular reference to human structure and function;
* introduce students to sport and exercise psychology;
* develop students’ awareness of the theories and practice related to effective coaching (full field only);
* develop students’ knowledge of research methods and research skills relevant to sport science;
* develop students’ key and transferable skills in relation to academic and employment readiness.

At level 5 the focus is on further developing knowledge across the broad spectrum of sport science topics using inquiry based teaching and learning strategies. Study at level 5 will:

* consolidate and extend the material covered in level 4;
* develop students’ knowledge of evaluating and monitoring human responses to exercise and to evaluate fitness and health through exercise and prescribe interventions;
* develop students’ knowledge of evaluating and monitoring sport performance in the laboratory and field settings and prescribing action to the learning and performance of the component elements of sport;
* develop an appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups;
* develop students’ knowledge of research methods and research skills relevant to Sport Science and to formulate a research topic for their project;
* extend students’ key and transferable skills in relation to academic and employer readiness.

At level 6 the focus will be on specialising on specific disciplines within sport science. Building on the knowledge base of their selected disciplines students will be actively engaged in the pursuit of their own new questions, problems, scenarios or lines of inquiry. Depending on choice of discipline, study at level 6 will:

* extend and critically evaluate material covered in level 4 and 5 on their chosen disciplines and to appreciate the integration of key disciplines to enhancing performance;
* extend their analytical skills developed through research methods instruction, and to combine this with their developed awareness of sport, into their chosen disciplines;
* critically evaluate knowledge of a specific sport science topic through an independent research project;
* further develop their ability to reflect upon and develop qualities and transferable skills necessary for employment or lifelong learning.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit****Value** | **Level** | **%****Written exam** | **% practical exam** | **%****course-work** | **Teaching Block** |
| Essentials for Sport and Exercice Science | LS4007 | 30 | 4 |  | 20 | 80 | 1&2 |
| Sport & Exercise Psychology | LS4008 | 30 | 4 | 30 |  | 70 | 1&2 |
| Functional Anatomy & Exercise Physiology | LS4009 | 30 | 4 | 30 | 30 | 40 | 1&2 |
| The Science and Practice of Coaching | LS4010 | 30 | 4 |  | 50 | 50 | 1&2 |
| Progression to level 5 requires completion of all level 4 modules.Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. |

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| **Level 5** (90 credits = core) |
| **Compulsory modules** | **Module code** | **Credit****Value** | **Level** | **%****Written exam** | **% practical exam** | **%****course-work** | **Teaching Block** |  |
| Research Methods in Physical Activity | LS5012 | 30 | 5 |  |  | 100 | 1&2 | LS4007 |
| Analysis in Sport and Exercise | LS5015 | 30 | 5 | 40 | 30 | 30 | 1&2 | LS4009 |
| Sport Coaching Theory | LS5016 | 30 | 5 | 40 |  | 60 | 1&2 | LS4010 |
| **Option modules** |  |  |  |  |  |  |  | **Pre-requisites** |
| Sport and Exercise Psychology II | LS5013 | 30 | 5 | 40 | 30 | 30 | 1&2 | LS4008 |
| Health & Exercise Physiology | LS5014 | 30 | 5 | 50 | 20 | 30 | 1&2 | LS4009 |
| Progression to level 6 requires completion of the three core level 5 modules and one level 5 optional module.Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education. |

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| **Level 6** (90 credits = core) |
| **Compulsory modules** | **Module code** | **Credit****Value** | **Level** | **%****Written exam** | **% practical exam** | **%****course-work** | **Teaching Block** |  |
| Applied Notational Analysis | LS6021 | 30 | 6 |  | 20 | 80 | 1&2 | LS5015 |
| Coaching Practice | LS6022 | 30 | 6 |  | 60 | 40 | 1&2 | LS5016 |
| Coaching Project or Dissertation | LS6023 | 30 | 6 |  | 20 | 80 | 1&2 | Level 5 |
| **Option modules** |  |  |  |  |  |  |  | **Pre-requisites** |
| Extreme Environments & Ergogenic Aids | LS6018 | 30 | 6 | 40 |  | 60 | 1&2 | LS5014 |
| Applied Sport Psychology | LS6019 | 30 | 6 |  | 40 | 60 | 1&2 | LS5013 |
| Biomechanics of Sport Performance and Injury | LS6020 | 30 | 6 | 50 |  | 50 | 1&2 | LS5015 |
| Level 6 requires the completion of the three compulsory modules and one optional module. |

1. **Principles of Teaching Learning and Assessment**

This programme has been designed to take account of the KU Curriculum Design Principles and mapped to National Governing Body for Sport Coaching endorsement document. The course utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the course. Teaching and learning will focus on developing academic skills and utilising research informed teaching strategies. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of the module – typically using lectures in the early parts of modules to ensure that students have the key knowledge relating to the module. Through a variety of group and seminar work, practical and laboratory sessions students are then given the opportunity to develop more individual interests and personal and key skills. The development of academic skills is threaded throughout the course and assessed both formatively and summatively. A range of assessment methods will be used that enable students to demonstrate the acquisition of knowledge and skills. Methods include coursework, oral presentations, in-class tests, MCQs, examinations, laboratory reports and poster presentations. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment.

There are three levels of study for successful completion of the BSc (Hons) in Sport Analysis and Coaching. The balance between lectures and tutorial/seminar/practical time across levels is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real-world scenarios. This is achieved through the use of case studies; research data, the students’ own experience and student led inquiry based learning or experiential approaches in smaller group sessions.The teaching and learning approach at level 4 will typically comprise formal lectures to ensure that students have the key knowledge relating to the module and a sound base within their subject. Supporting tutorials, seminar or practical sessions will be used to encourage exploration of the knowledge base by tutor led discussion and application of theories. At level 5 the approach will typically comprise staff led activities in the early parts of modules to ensure that students have opportunity to build on the key knowledge from level 4 and pursue new scenarios and lines of inquiry. In the latter stages of level 5 the focus will be to progress onto more student led approaches to inquiry based learning through analysis, exploration and acquisition of theories and ideas through research. At level 6 the teaching and learning approach will further progress student led methodologies encouraging them to pursue their own lines of inquiry raised by previously learned experiences which will be encapsulated by the formulation and authoring of new knowledge through an independent research project. The topic of the project will be negotiated with an assigned Project Tutor who has a holistic overview of the student’s university experience and a specialised knowledge in the area of the project. The capstone project also allows students to develop and hone their research skills and provide them with the foundations for further study if they wish to pursue it.

A range of formative and summative assessment methods will be used that enable students to demonstrate the acquisition of knowledge and development of key and transferable skills. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward advice on their performance in preparation for the summative assessment. Methods include a Personal Development Portfolio (PDP) as a summative coursework at level 4 which can be developed as they progress on the course, formal written examination, coursework, oral presentations, Multiple Choice Questionnaires, practical examinations, laboratory reports and poster presentations. At every level, care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best. While the curriculum has been designed to provide a range of assessments and allow a degree of flexibility, assessments at level 6 are focused primarily on the application of theories and techniques developed in levels 4 & 5. A course matrix of assessment methods has been mapped to the modules, this has been completed not only to ensure that a range of appropriate assessment procedures are utilised, but to also ensure that a sport analysis and coaching graduate has extended their key and transferable skills necessary for employment and lifelong learning. Therefore, the formative and summative assessment methods for each module will enable students to achieve and demonstrate the Sport Analysis and Coaching programme learning outcomes.

1. **Support for Students and their Learning**

The widening of access to programmes by students of increasingly varied educational backgrounds has focused tutors to consider innovation in the learning, teaching and support of students. Applicants with disabilities and learning needs will be identified and counselled as to the reasonable adjustments that can be made to learning and teaching to ensure that they achieve the programme learning outcomes. The Sport and Exercise Science team has considerable experience of tutoring students with differing needs. The purpose of the personal tutor scheme is to help build rapport between staff and students and contribute to personalising students’ experience at Kingston. Students are supported throughout their studies by their allocated personal tutor, who will help them to draw together the themes of the curriculum. The personal tutor will also be a means of support for the student throughout their studies for any issues arising that are unrelated to the curriculum and to provide appropriate academic advice and guidance to students throughout their studies by monitoring their progress and helping to identify individual needs. At level 4 the emphasis will be to aid the transition from their school/college environments to gain the confidence to operate successfully in a university context and to generate a sense of belonging to Kingston University. The modules which focus on developing students’ research skills and enhancing their personal success require regular meetings with their personal tutor, and in which the PDP will be incorporated through the development of the key and transferable skills needed for higher education and for the enhancement of employability. All of these methodsallow students to monitor both progress and understanding by continually reflecting on their investment and contribution to the modules, the course and their learning. At levels 5 & 6 the main aim for the personal tutor and student is to develop the students’ ability to be self-reliant and self-reflective, to use feedback to best advantage and to encourage students to be proactive in moving towards professional life and/or further study.

In summary, students are supported by:

* A Personal Tutor to provide academic and personal support
* A Module Leader for each module
* A Course Director to help students understand the programme structure
* Technical support to advise on laboratory practices
* Technical support to advise students on IT and the use of software
* A school administrative team and student support officer
* An induction week at the beginning of their studies
* Student Voice Committee
* Canvas – a versatile on-line interactive intranet and learning environment
* A substantial Study Skills Centre that provides academic skills support
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* Union of Kingston Students
* Careers and Employability Service
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* Student Voice Committees
* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
1. **Employability Statement**

The programme has been designed to fulfil the requirements of the Skills Active Coach Education endorsement programme. At its heart the key aim of the endorsement is enhancing employability within the sport and fitness industry. Students are also encouraged to gain membership to the British Association of Sport and Exercise Sciences (BASES), which offers an excellent network of employment and postgraduate opportunities in Sport and Exercise Sciences. All students are encouraged to gain sport related vocational experience throughout the degree and are actively encouraged to gain additional continual professional development courses such as NGB coaching awards, Register for Exercise Professionals (REPs) accreditation courses. During the programme students will have gained a proficient knowledge of high-level laboratory equipment and sport analysis software that will enhance employment and lifelong learning opportunities in this area. There is further opportunity to undertake live employer projects within sectors of the industry in both modules and research internships.

The Sport Analysis and Coaching curriculum has been specifically tailored to punctuate the course with co-curricular careers and employability events and also embed the development of employability skills outlined in section C (Intended Learning Outcomes) of this document across levels. Students’ generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus and offered by the University’s Careers and Employability Service. From the first year, students are encouraged to reflect on and identify what they have learned, whether academically or in terms of transferable skills, and how these may be relevant to employment. They are also encouraged to explore the job market and possible career paths, and to consider attributes that employers look for in graduates above and beyond essential academic skills. These include initiative, the ability to work in teams, manage time and to prioritise workload, the desire to learn and the motivation to improve performance, and appropriate communication and presentation skills in all their forms. In this context, students are also encouraged to take advantage of opportunities within and outside of the University to develop such skills through volunteering, work placements and study abroad. At level 4 the student cohort will generate their own (PDP) as part of a summative assessment in LS4007 which will allow them from the very beginning to focus on their key and transferable skills needed for employment and lifelong learning. Module LS4007 will be a means of bringing these skills learned across modules at level 4 to encourage reflection on the importance of their skill set as well as their mindset (attitude, aptitude, commitment, adaptability, accountability and flexibility) to their success on their course and moving onto employment. These skills will be further embedded across all modules at levels 5 & 6 and the student cohort will be encouraged to continue to build on the key skill attributes, in particular, the importance of creative thinking and problem-solving, networking, negotiating, inquisitiveness and giving and receiving feedback. Students are also encouraged to develop clearer ideas about career options, and are offered assistance and guidance in the preparation of Curriculum Vitaes and for job applications and interviews.

In their second year of study students have the opportunity to study Sport and Exercise Science abroad via the study abroad programme which includes Universities in America, Australia and Europe. Living and learning abroad provides an excellent and unique opportunity for students to broaden their experience and develop valuable transferable skills. Most importantly, they will gain a global perspective of Sport and Exercise Science, which is highly valued by employers in today’s increasingly international job market. Spending a period abroad allows students to enhance their employability, gain a deeper understanding of their academic subject and allows them to begin to build a larger network of opportunity. Indeed, many of our previous study abroad students have gone onto study postgraduate degrees abroad. As stated in section E2 students also have the opportunity to take one year out between level 5 & 6 from study as part of the sandwich option and pursue a work placement.

In the final year of study, students will develop an understanding of leadership skills as well as an appreciation of commercial and business awareness, among other essential employment skills. Also at level 6 the student cohort will generate their own independent research project which encompasses a large proportion of the key skills matrix and is an excellent tool for them to reflect on their learning as part of this summative assessment. Indeed, the importance and success of the Sport Coaching Project is evident when reflecting on a long tradition of students presenting their undergraduate research to international conferences which is the ultimate accolade of their achievement.

From application to graduation and beyond, the Sport and Exercise teaching team have carefully designed interactive web based networking sites to encourage communication of their student experience, knowledge being gained, practical skills and employment opportunities. The Sport and Exercise Sciences (SES) websites such as Facebook, Twitter and LinkedIn have already been very successful and student engagement with teaching and learning has become particularly evident as a consequence. Facebook and Twitter are particularly effective in communicating to pre-induction students as a means of keeping them updated and engaged with KU SES from inception. The team also use the Facebook and Twitter pages to keep current students networked with information on Undergraduate/Postgraduate research opportunities and consultancy, staff news, employment opportunities including voluntary work related to the industry. Moreover, the LinkedIn pages further develop industry and vocational focus and act as a networking share point on student and graduate employability options and opportunities allowing our graduates to keep us abreast of their own career developments.

1. **Approved Variants from the Undergraduate Regulations.**

There are no variations to the Undergraduate Regulations.

1. **Other sources of information that you may wish to consult**

**Kingston University Sport and Exercise Science Website:**

[**http://sec.kingston.ac.uk/sportex/**](http://sec.kingston.ac.uk/sportex/)

**Sport and Exercise Science Facebook Page:**

[**http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/130316683708736**](http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/130316683708736)

**Sport and Exercise Science Twitter Account:**

[**http://twitter.com/kusportexsci**](http://twitter.com/kusportexsci)

**Kingston University Sport and Exercise Science SportCloud Homepage:**

[**http://staffnet.kingston.ac.uk/~ku45190/SportExCloud/**](http://staffnet.kingston.ac.uk/~ku45190/SportExCloud/)

**Sport and Exercise Science LinkedIn Page:**

[**http://www.linkedin.com/groups?gid=4177219**](http://www.linkedin.com/groups?gid=4177219)

**Skills Active Endorsement**

[**http://www.skillsactive.com/endorsement**](http://www.skillsactive.com/endorsement)

**QAA Subject Benchmark for Hospitality, Sport and Leisure.**

[**http://qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781\_10**](http://qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781_10)

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  |  | **Level 4** | **Level 5** | **Level 6** |
|  | **Module Code** |  | LS4007 | LS4008 | LS4009 | LS4010 | LS5012 | LS5015 | LS5016 | LS5013 | LS5014 | LS6021 | LS6022 | LS6023 | LS6018 | LS6019 | LS6020 |
| FProgramme Learning Outcomes | **Knowledge & Understanding** | A1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| A5 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Intellectual Skills** | B1 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| B2 | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B3 | S/F |  |  |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| B5 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Practical Skills** | C1 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C2 | S/F | S/F | S/F |  | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| C3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C4 | S/F |  | S/F |  | S/F | S/F |  | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| C5 | S/F | S/F | S/F | S/F | S/F | S/F |  | S/F | S/F | S/F |  | S/F | S/F | S/F | S/F |
| C6 | F |  |  |  | F |  | S/F |  |  |  | S/F | S/F |  |  |  |
| **Self Awareness Skills** | AK1 | S/F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK2 | S/F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK3 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| AK4 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| **Key and Transferable Skills** | **Communication Skills** | BK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| BK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| BK3 | F | F | F | F | F | F | F | F | F | F | F |  | F | F | F |
| **Interpersonal Skills** | CK1 | S/F | S/F | F | S/F | F | S/F | S/F | S/F | F | S/F | S/F |  | S/F | S/F | F |
| CK2 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| CK3 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
| CK4 | F | F | F | F | F | F | F | F | F | F | F |  | F | F | F |
| CK5 | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F |
|  |  | **Level 4** | **Level 5** | **Level 6** |
| **Module Code** |  | LS4007 | LS4008 | LS4009 | LS4010 | LS5012 | LS5015 | LS5016 | LS5013 | LS5014 | LS6021 | LS6022 | LS6023 | LS6018 | LS6019 | LS6020 |
| **Research and Information Literacy Skills** | DK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| DK5 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Numeracy Skills** | EK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK3 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| EK4 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| **Management & Leadership Skills** | FK1 | S/F | F | F | F | S/F | F | F | F | F | F | F | S/F | F | F | F |
| FK2 | S/F |  |  |  | S/F |  |  |  |  |  | S/F | S/F |  |  |  |
| FK3 | S/F |  |  |  | S/F |  |  |  |  |  | S/F | S/F |  |  |  |
| FK4 | S/F | F |  |  |  |  | F | F |  | F | F |  | F | F |  |
| **Creativity and Problem Solving Skills** | GK1 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |
| GK2 | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F | S/F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Indicative Module Assessment Map**

This map identifies the elements of assessment for each module. Course teams are reminded that:

* There should be no more than three elements of assessment per module
* There should be no more than one formal examination per module.
* Synoptic assessments that test the learning outcomes of more than one module are permitted

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| --- | --- | --- | --- |
| **Module** | **Coursework 1** | **Coursework 2** | **Examination** |
| **Level**  | **Module Name** | **Module code** | **Credit value** | **Core/****option** | **Type of coursework** | **Word Length****(Max.)** | **Weighting %** | **S/F\*** | **Type of coursework** | **Word Length****(Max.)** | **Weighting %** | **S/F\*** | **Written/****practical** | **Duration****(Max.)** | **Weighting %** | **S/F\*** |
| 4 | Essentials for Sport and Exercice Science | LS4007 | 30 | C | Written Report/PDP | 1500 | 80 | S/F |  |  |  |  | Presentation | 30 mins | 20 | S/F |
| 4 | The Science and Practice of Coaching | LS4010 | 30 | C | Portfolio of four practical competencies and reflection | 3000 | 40 | S/F | Essay | 1500 | 10 | S/F | Practical | 4 \* 30 minutes | 50 | S/F |
| 4 | Sport & Exercise Psychology | LS4008 | 30 | C | Lab Report | 1500 | 30 | S/F | Essay | 1500 | 40 | S/F | Written | 2hr | 30 | S |
| 4 | Functional Anatomy & Exercise Physiology | LS4009 | 30 | C | Lab Report | 1500 | 40 | S/F |  |  |  |  | WrittenViva | 2hr30 mins | 3030 | SS/F |
| 5 | Research Methods in Physical Activity | LS5012 | 30 | C | Research Proposal | 2000 | 50 | S/F | Written Report | 2000 | 50 | S/F |  |  |  |  |
| 5 | Sport Coaching Theory | LS5016 | 30 | C | Essay | 2000 | 30 | S/F | Essay | 2000 | 30 | S/F | Written | 2.5hr | 40 | S |
| 5 | Analysis in Sport and Exercise | LS5015 | 30 | C | Lab Report | 1500 | 30 | S/F |  |  |  |  | WrittenPresentation | 2.5hr30 mins | 4030 | SS/F |
| 5 | Sport and Exercise Psychology II | LS5013 | 30 | O | Report | 1500 | 30 | S/F |  |  |  |  | WrittenPresentation | 2.5hr30 mins | 4030 | SS/F |
| 5 | Health & Exercise Physiology | LS5014 | 30 | O | Lab Report | 2500 | 30 | S/F |  |  |  |  | WrittenCompetency | 2.5hr30 mins | 5020 | SS/F |

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| --- | --- | --- | --- |
| **Module** | **Coursework 1** | **Coursework 2** | **Examination** |
| **Level**  | **Module Name** | **Module code** | **Credit value** | **Core/****option** | **Type of coursework** | **Word Length****(Max.)** | **Weighting %** | **S/F\*** | **Type of coursework** | **Word Length****(Max.)** | **Weighting %** | **S/F\*** | **Written/****Practical** | **Duration****(Max.)** | **Weighting %** | **S/F\*** |
| 6 | Coaching Project or Dissertation | LS6023 | 30 | C | Written Report | 10000 | 80 | S/F |  |  |  |  | Presentation | 30 mins | 20 | S/F |
| 6 | Coaching Practice | LS6022 | 30 | C | Blog/On-line assessment | 2000 | 20 | S/F | Written Report | 3000 | 20 | S/F | Competency | 1hr | 60 | S/F |
| 6 | Notational Analysis in Sport | LS6021 | 30 | C | Written Report | 1500 | 30 | S/F | Essay | 2500 | 50 | S/F | Viva | 30 mins | 20 | S/F |
| 6 | Biomechanics of Sport Performance and Injury | LS6020 | 30 | O | Lab Report | 3000 | 50 | S/F |  |  |  |  | Written | 3hr | 50 | S |
| 6 | Extreme Environments & Ergogenic Aids | LS6018 | 30 | O | Lab Report | 2000 | 30 | S/F | Group Report | 2000 | 30 | S/F | Written | 3hr | 40 | S |
| 6 | Applied Sport Psychology | LS6019 | 30 | O | Written Report | 3000 | 60 | S/F |  |  |  |  | Presentation | 30 mins | 40 | S/F |

**Technical Annex**

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| **Final Award(s):** | BSC (Hons) Sport Analysis and Coaching |
| **Intermediate Award(s):** | *Completion of level four only – Certificate of Higher Education**Completion of Level four and five only –Diploma of Higher Education**Completion of level four, five and six without the submission of a final year project – Ordinary degree*  |
| **Minimum period of registration:** | *3 years* |
| **Maximum period of registration:** | *9 years* |
| **FHEQ Level for the Final Award:** | *Honours* |
| **QAA Subject Benchmark:** | Hospitality, Leisure, Sport and Tourism  |
| **Modes of Delivery:** | *Full-time/Part-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care and Education* |
| **School:** | *Life Sciences, Pharmacy and Chemistry* |
| **JACS code:** | *C600*  |
| **UCAS Code:** | *CX6C/CX61* |
| **Course Code:** | *SAC* |
| **Route Code:** | *NFSAC/NWSAC* |
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