**Undergraduate Programme Specification**

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|---|---|---|---|
| **Session** | 2025/26 | **Last Modified** | |
| **Named Award Title** | BSc (Hons) Sport Coaching & Development | | |
| **Award Title for Each Award** | BSc (Hons) Sport Coaching & Development<br>BSc Sport Coaching & Development<br>DipHE Sport Coaching & Development<br>CertHE Sport Coaching & Development | | |
| **Date of Approval** | March 2022 | | |
| **Details of Cohort Applies to** | All students entering and continuing Levels 7-10 from AY23-24 | | |
| **Awarding Institution** | University of the West of Scotland | **Teaching Institution(s)** | University of the West of Scotland |
| **Language of Instruction & Examination** | | English | |
| **Award Accredited by** | | | |
| **Maximum Period of Registration** | | | |
| **Duration of Study** | | | |
| **Full-time** | 4 years | **Part-time** | 8 years |
| **Placement (compulsory)** | Yes | | |
| **Mode of Study** | ☒ Full-time<br>☒ Part-time | | |
| **Campus** | ☒ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) |
| **School** | **Health and Life Sciences** | | |
| **Divisional Programme Board** | **Sport Exercise Health** | | |
| **Programme Leader** | Raleigh Gowrie | | |

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| **Admissions Criteria** |

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

**SQA National Qualifications:**

Year 1 entry:
Standard Entry (UCAS Tariff 120pts). Grades: AABB including a Science (Biology preferred) or PE.
Minimum Entry (UCAS Tariff 108 pts). Grades: BBBB including a Science (Biology preferred) or PE.
Science subjects include Human Biology, Biology, Geography, Psychology, Sociology, Chemistry, Maths, Physics or Modem Studies.
Maths must be at standard grade 3 or above, Intermediate 2 or National 4.

**Or GCE**
Year 1 entry:
104 UCAS Tariff points, A-LEVEL: BCC, including a science (Biology preferred) or PE

Year 2 entry:
120 UCAS Tariff points, A-LEVEL: BBB including a science (Biology preferred) or PE

**Or SQA National Qualifications / Edexcel Foundation**
Year 1 entry:
HNC Coaching and Developing Sport; Sport Coaching & Development, Fitness Health and Exercise; Applied Sports Science; Applied Sports and Exercise Science; Sports Therapy (for SQA HNC, with Grade B in the Graded Unit 1)

Year 2 entry:
HNC Applied Sports Science; Applied Sports and Exercise Science; Coaching & Developing Sport; Sport Coaching & Development; Fitness, Health and Exercise; Physical Activity and Health (for SQA HNC, with Grade A in the Graded Unit).

Year 3 entry:
HND Applied Sports Science GU AA; Coaching and Developing Sport GU AA; Fitness Health and Exercise GU AA; Sport and Recreation Management GU AA Other; Sport & Exercise Science GU AA.

For applicants for entry from 23-24 onwards, any HND adopting a single GU approach, a result of GU A is required.

**Other Required Qualifications/Experience**
Volunteer or work experience in sport, health or exercise environments.
RPL (Recognition of Prior Learning)
An applicant who has successfully completed a programme of certificated learning at a recognised UK awarding institution shall be considered for admission with specific credit, at an appropriate point on the programme of study for which entry is being sought.
International Baccalaureate (IB):

Year 1:
27 points with 3 subjects at H4 including a science subject or PE

Year 2:

30 points with 3 subjects at H4 including English, Sports, exercise & health science, and one other science subject

Irish Leaving Certificate (ILC):
Year 1 entry:
H1 H1 H2 H2 including a science subject or PE

Scottish Wider Access Programme (SWAP):
Access to STEM ABB;
Access to Life Sciences BBB;
Access to Humanities ABB

Mature applicants will be considered on an individual basis where they can demonstrate relevant/extensive experience in conjunction with suitable qualifications.

**Further desirable skills pre-application**
All applicants will be expected to submit a strong personal statement and reference.

Protecting Vulnerable Groups scheme (PVG)
Successful applicants who gain a place on this course will need to register on the PVG Scheme, managed and delivered by Disclosure Scotland. Application will be managed through the University once you have accepted your offer, and further guidance will be provided during induction. There is a fee for joining the scheme or to apply for a PVG with a new group and the appropriate fee is covered by the student. Those students already part of the scheme may apply for an update which incurs a reduced fee if for the same group. Current fees are available at https://www.mygov.scot/apply-for-pvg

In line with our Admission Procedure, Criminal Convictions and Charges Procedure and Regulatory Framework, there may be implications to your programme enrolment in not disclosing Criminal Convictions.

**General Overview**
Introduction

The BSc (Hons) Sport, Coaching and Development blends selected features of both coaching and development with an emphasis on specific settings. Contemporary sporting structures demand a unique combination of theoretical and practical skills for the delivery of sport and fitness, particularly in schools and communities. Students combine core tenants of both disciplines and apply them with vocational relevance to targeted groups, school sport and physical education, and disability sports. It is a four-year, full-time programme, but it can also be offered on a part-time basis in consultation with the programme leader.

This programme aims to:

• Extend the combined professional practice of coaching and development by balancing application and theory in key sport, education, and community settings.
• Produce highly skilled graduates capable of demonstrating up-to-date professional practice that is evidence-based and transferable to a range of sport-related industries.
• Generate local, national, and global influence on sport and physical activity practices in communities, sport education, and disability sport through research-led teaching and industry innovating graduates.

Teaching and Learning Approach

The BSc (Hons) Sport, Coaching & Development programme is ideal for students planning future careers in: Active Schools and sports development; academia/lecturing/teaching (particularly Physical Education); sports coaching; disability sports development; facilities management / operations; national governing bodies of sport.

This degree has been developed to deliver up-to-date practical and professional skills based on appropriate academic theory to produce graduates who are ready for the workplace, or if appropriate, extend their education in postgraduate study. The programme has been developed to be both vocationally and academically focused to provide a range of transferable skills that will be highly beneficial to graduates in employment settings.

The teaching approach is flexible and hybrid whilst being designed from a student-centred perspective with levels of interaction that mirror authentic professional practice. The programme design supports the different trajectories of all our students, including supporting the needs of lifelong learners. Students will be given support to develop a self-directed approach to their learning as they progress through the programme, with the balance between independent and directed learning remaining appropriate to the level of study.

The modules presented within the programme will successfully allow students to integrate what they learn at university with what they will experience in the sports coaching and development industry. Assessments are authentic, developmental, and aligned with real-world learning outcomes.

Our learning and teaching strategy is supported by the UWS Curriculum Framework. The hybrid approach is holistic, enabling students to master a range of competencies in flexible and contemporary ways. Our programme mode of delivery combines online modalities with mandatory face-to-face learning on campus. Through the key features of threshold and capstone modules linked by Academic, Personal and Professional Development (APPD) modules, the programme provides a central spine of support for student success, wellbeing, and employability. This begins with embedded threshold content in level 7, progressing through professional development and work-based learning modules at levels 8 and 9, and culminating in our capstone module at level 10, which allowed our student to holistically demonstrate the learning they have gained.

The learning and teaching strategy is designed to help students master the learning outcomes and also to allow them to demonstrate their highest level of competency. Many of the modules contain learning outcomes that are practical in nature. Students will acquire practical knowledge and understanding through a variety of activities that simulate workplace practices and procedures. This promotes gradually increasing student autonomy and active learning that allow students to apply both knowledge and practical skills at progressively higher levels throughout the programme. The theoretical aspects of the programme are developed through online asynchronous activities, traditional lecture formats and tutorial settings. This approach enables students to engage with theories, concepts and principles in a critical and evaluative way and to develop their own critical, analytical and reflective skills as they progress through the levels of the programme.

Learning activities, assessment and feedback will, where appropriate, provide students with choice to allow them to focus on their personal needs and learning goals. The design of the modules on the BSc (Hons) Sport, Coaching & Development include purposefully designed opportunities for students to access support from academics, peers, and student services.

UWS provides innovative, digitally enabled physical learning spaces aimed at meeting the needs and expectations of our students, and the programme staff are inclusive and welcoming to create a sense of learning community and belonging.

The programme delivery makes use of a range of teaching and learning methods suggested in the QAA benchmark statement. These include: tutorials and seminars; one to one interaction, practical workshops and exercises in a simulated work environment; small group teaching and group project work; online learning; peer learning through discussion of colleagues work; independent learning' and external work experience (work related/ based learning).

Students are expected to undertake independent study both to supplement and consolidate what is being taught in formal classes. Much of the teaching is supported by online virtual learning environments (VLE) and other online materials developed by staff. The framework provided to students for independent study diminishes as students become increasingly more autonomous in their learning.

Assessment Strategy

Many of the modules contain learning outcomes that are practical in nature. Here, students will acquire practical knowledge and understanding through a variety of real-world learning activities and assessments that simulate workplace practices and procedures. This promotes gradually increasing student autonomy and active learning, and supports differing learning styles that allow students to apply both knowledge and practical skills at progressively higher levels throughout the programme.

A range of assessment methods are utilised that are appropriate to the level and subject, and taking into account developments in the coaching and development sectors, higher education and advances in technology. Learning outcomes are assessed by a variety of methods aimed at enhancing the student experience. These methods include, but not exclusively, the following: group and individual work, multiple-choice exams, reflective practice reports, essays, open-book exams, poster presentations, oral presentations, case study deconstruction, programme planning, debate & discussion, reflective learning logbooks, seen question examinations, research production and reviews. Work assessed through presentations and oral exams will be required to be recorded in order to allow for both internal and external moderation.

The assessment strategy is in line with the QAA Subject Benchmark Statement for Sport. This states that assessment must be appropriate to the intended learning processes, the learning context and needs and stages of progression of the students. To ensure these requirements are met, assessment methods on the programme comprise a range of techniques. The assessment spread and type is also important for the student experience and this is reconsidered on an annual basis.

The programmes across the Division of Sport, Exercise and Health collectively address key UN Sustainable Development Goals, including SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities, and SDG 11: Sustainable Cities and Communities. Through a focus on promoting physical activity, inclusive coaching, and community-based sport development, these programmes equip graduates to advance health, equity, and education across diverse populations and settings.

**Typical Delivery Method**

Full time students will typically be expected to engage in approximately 2-3 hours of in person events per module per week; this may vary slightly per module and requirements of credits. In addition students are expected to engage in online tasks and readings in preparation for in person sessions.

**Any additional costs**

Students are required to pay the cost of PVG membership, see 'Admissions Criteria' section for further details.

Students are required to meet the expenses (e.g., travel) relating to placement/internship (work-based learning) modules and to external facilities used for teaching.
Costs associated with the optional L10 module SPOR10060 Applied Sport Field Trip are the responsibility of the student.

Students may choose to pay to join CIMSPA (Chartered Institute of Management, Sports & Physical Activity). Students may choose to purchase Division of Sport, Exercise & Health branded sports kit. All costs are subject to change.

**Graduate Attributes, Employability & Personal Development Planning**

The programme is designed in line with the 'I am UWS' graduate attributes. These graduate attributes are prominent throughout the 4 years of the course with the purpose of making students:

Universal – globally relevant with comprehensively applicable abilities, skills and behaviours.
Work Ready – dynamic and prepared for employment.
Successful – a solid foundation on which to continue succeeding and realising their potential.

These graduate attributes have been carefully mapped throughout the programme and it is of great importance to us that graduates embody them as they move into employment in the sports coaching and development industry.

Employability is embedded and developed throughout the programme. This commences at level 7 where students develop their vocational skills by gaining industry awards and develop their networks within sports organisations. This develops students' understanding of professional requirements in sport coaching. The knowledge developed through the programme is focussed on the needs of the industry and the skills and attributes acquired by the students are clearly linked to these. Students work closely with professional partners from Level 7 to Level 10. These partners are employers in our most regular graduate destinations of: Active Schools and sports development; academia/lecturing/teaching (particularly Physical Education); sports coaching; disability sports development; facilities management / operations; national governing bodies of sport.

Core to embedding employability are the formal and informal ways in which the range of the students' skills are developed across both the academic and practical modules in the programme. These skills and achievements are developed in areas such as data analysis, problem solving and effective communication, self-reflection, decision-making, time management and effective learning and working behaviours. This all takes place with the emphasis on preparing students for future employment and/or study at a higher level.

The Sport, Coaching & Development honours programme recognises the importance of enhancing students' learning experience by embedding employability throughout the curriculum. The foundation for this has been laid using the QAA Subject Benchmark

Statements along with the SCQF levels 7-10 qualification descriptors in the programme development at both a programme and a modular level. Vocational elements have been influenced by Skills Active the sector skills council for active learning and leisure as it is their remit to address skills, gaps, and shortages in active leisure industries, of which Sport is one. In addition to these measures, the teaching staff, through their affiliations with various sports organisations, feed the programmes a constant stream of up-to-date information on the evolving profession of sport.

PDP is a "structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement to plan for their personal, educational and career development" (Dearing, 1997).

PDP in the BSc (Hons) Sport, Coaching & Development programme is an integral part of students' learning experience and is a significant contributory factor to developing a student's employability.

There are two distinct themes to PDP; generic aspects are all the skills and abilities students develop in an HE programme and which are transferable to future employments, such as IT skills, and the ability to research, critically appraise and report on information, both in written and oral formats. The 'planning' aspect of PDP encourages students to take control of their learning, rather than to be passive consumers of the educational process. Taking control involves making active, informed choices about their path through the Sport, Coaching and Development programme. PDP that will maximise the benefit of the programme to a student's personal and professional development include learning how to prioritise time, how to deal with subject areas that seem particularly difficult, and how to become involved in extracurricular activities that can enhance personal development and employment potential.

Successful completion (including achieving a pass) of certain modules have endorsement by CIMSPA (The Chartered Institute for the Management of Sport and Physical Activity) for specific professional standards, see module descriptors for further details. From September 2025, UWS students can receive free membership of the student category. To use the professional standard in practice, practitioner membership is required.

**Work Based Learning/Placement Details**

The BSc (Hons) Sport Coaching and Development programme offers students the opportunity to take part in effective work-based learning (WBL) modules. The interaction between employers and higher education providers is a fundamental part of sport programmes. We are committed to providing structured learning experiences for students through exposure to a range of occupations and career options, as well as class-based and community activities that incorporate employers as speakers, advisors, instructors, and career mentors. Our WBL programme addresses three key components: career awareness; career exploration; and career preparation. Students are provided experiences that are commensurate with their knowledge, skills, and abilities, and with their development stage via the core APPD spine:

Threshold Module (APPD 1): L7 – Fundamentals of Sport and Exercise (T1) and Coaching Theory and Practice 1 (T2)

APPD Module 2: L8 - Sport and Exercise Experience

APPD Module 3: L9 – Being a Sport Professional

Capstone Module: L10 – Sport and Exercise Dissertation

These credit-bearing modules allow students to gain WBL relevant to their areas of interest, where possible. All students are provided training by our industry partners in-house at UWS; however students can select their own placement after completion of training. Most students choose to work with our partners.

Students are required to meet the expenses (e.g. travel) relating to the WBL modules.

The Division of Sport, Exercise and Health have a range of branded sports kit available for purchase by students via our providers online store. Purchase of such kit is not a mandatory part of the course, however, it is advised that attending placement in branded kit will increase the professional appearance of students whilst representing the university. Any kit purchased is at the personal cost to each student.

**Attendance and Engagement**

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

100% Attendance at all module events and consistent weekly engagement with online materials. For the purposes of this programme, academic engagement also includes entering required placement details onto InPlace by specified deadline, completion of PVG in advance of placement and completing required placement hours. Failure to do so will impact programme progression.

**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

**Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)**

| Learning Outcomes |
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| SCQF LEVEL 7<br>Learning Outcomes | |
|---|---|
| **Knowledge and Understanding** | |
| **A1** | Demonstrate knowledge of physiology and anatomy in relation to the human body. |
| **A2** | Demonstrate knowledge of the fundamentals of coaching practice and human movement. |
| **A3** | Demonstrate knowledge of fundamentals of psychology and social structures contextualised to sport, exercise and health. |
| **A4** | |
| **A5** | |
| **Practice - Applied Knowledge and Understanding** | |
| **B1** | Demonstrate competence in utilising a client-centred approach to supporting physical activity, health and exercise. |
| **B2** | Exhibit the capacity to record data accurately and demonstrate the ability to perform basic data analysis. |
| **B3** | Apply basic discipline-specific knowledge in a practical/work-related context. |
| **B4** | Demonstrate competency in core academic skills. |
| **B5** | |
| **Communication, ICT and Numeracy Skills** | |
| **C1** | Collect, interpret and communicate verbally and in written form information using a standard range of applications and procedures such as Word, Excel, PowerPoint and Video recording. |
| **C2** | Carry out basic manipulation of data including some statistical analysis. |
| **C3** | |
| **C4** | |
| **C5** | |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** | |
| **D1** | Undertake an objective approach to problem identification and solution, using evidence-based approaches and own initiative. |
| **D2** | Read and evaluate information from appropriate academic resources in order to support arguments. |
| **D3** | |
| **D4** | |
| **D5** | |
| **Autonomy, Accountability and Working with Others** | |

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| **E1** | Accept responsibility for planning the achievement of identified goals both on their own as part of a group. |
| **E2** | Prioritise, manage time and work to deadlines. |
| **E3** | Exercise initiative in undertaking laboratory reports and other written material. |
| **E4** | |
| **E5** | |

**Level 7 Modules**

**CORE**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 7 | SPOR07021 | Fundamentals of Sport and Exercise | 60 | ☒ | ☐ | ☐ | |
| 7 | SPOR07020 | Coaching: Theory and Practice 1 | 30 | ☐ | ☒ | ☐ | |
| 7 | SPOR07022 | Physical Activity, Health and Fitness | 30 | ☐ | ☒ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Core Modules | | | | | | | |

**Level 7 Modules**

**OPTION**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Option Modules | | | | | | | |

**Level 7**
**Criteria for Progression and Award**
*Please refer to UWS Regulatory Framework for related regulations*

Progression to SCQF Level 8 is available to students who fulfil the university progression requirements as detailed in line with the UWS Regulatory Framework.

Students who have accrued a minimum of 120 credit points at SCQF Level 7 or above from the modules within this programme, including all core modules, may choose to exit with an award Certificate in Higher Education (CertHE) in Sport Science.

This is in accordance with the UWS Regulatory Framework.

Distinction shall be awarded in line with the UWS Regulatory Framework.

| SCQF LEVEL 8<br>Learning Outcomes | |
|---|---|
| **Knowledge and Understanding** | |
| **A1** | Evaluate and compare a variety pedagogical and observational techniques used in a sports coaching context. |
| **A2** | Discuss sport policy goals and strategies and methods of achieving these goals. |
| **A3** | Develop an understanding of physical education. |
| **A4** | Analyse the issues surrounding the psychosocial barriers to participation for a range of population groups. |
| **A5** | |
| **Practice - Applied Knowledge and Understanding** | |
| **B1** | Deliver and evaluate a selection of sports coaching activities. |
| **B2** | Undertake the collection and interpretation of routine data. |
| **B3** | Apply subject-specific knowledge to a work based environment. |
| **B4** | |
| **B5** | |
| **Communication, ICT and Numeracy Skills** | |
| **C1** | Further develop skills in relation to collation of information, interpretation and communication verbally and in written form, complex information using a standard range of applications and procedures (e.g. Word, Excel, PowerPoint, video recording and analysis, sports technique analysis applications). |
| **C2** | Develop an appreciation of communication within different environments including professional, coaching and teaching. |
| **C3** | Record data accurately and carry out standard manipulation and analyses of data. |
| **C4** | |
| **C5** | |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** | |
| **D1** | Undertake problem identification and formulation of evidence-based solutions. |
| **D2** | |
| **D3** | |
| **D4** | |
| **D5** | |
| **Autonomy, Accountability and Working with Others** | |
| **E1** | Exercise autonomy for identifying own learning needs. |
| **E2** | Take responsibility for planning the achievement of identified goals either independently or as part of a group. |
| **E3** | Prioritise, manage time and work to deadlines. |
| **E4** | |
| **E5** | |

**Level 8 Modules**

**CORE**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 8 | SPOR08037 | Introduction to Physical Education | 20 | ☒ | ☐ | ☐ | |
| 8 | SPOR08036 | Coaching: Theory and Practice 2 | 30 | ☒ | ☐ | ☐ | |
| 8 | SPOR08042 | Sport and Exercise Experience | 20 | ☒ | ☒ | ☐ | |
| 8 | SPOR08041 | Psychosocial Aspects of Sport and Exercise | 20 | ☐ | ☒ | ☐ | |
| 8 | SPOR08043 | Sport Policy and Development | 30 | ☐ | ☒ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Core Modules | | | | | | | |

**Level 8 Modules**

**OPTION**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Option Modules | | | | | | | |

**Level 8**
**Criteria for Progression and Award**
*Please refer to UWS Regulatory Framework for related regulations*

Progression to SCQF Level 9 is available to students who fulfil the university progression requirements as detailed in line with the UWS Regulatory Framework.

Students who have accrued a minimum of 240 credit points of which a minimum of 90 are at SCQF Level 8 or above, including all core modules, may choose to exit with an award Diploma in Higher Education (DipHE) in Sport Coaching & Development.

This is in accordance with the UWS Regulatory Framework.

Distinction shall be awarded in line with the UWS Regulatory Framework.

| SCQF LEVEL 9<br>Learning Outcomes (Maximum of 5 per heading) | |
|---|---|
| **Knowledge and Understanding** | |
| **A1** | Exhibit a detailed knowledge of the social issues pertinent to sports coaching and development. |
| **A2** | Incorporate advanced knowledge of the principles of sports education. |
| **A3** | Appraise the impact of sport and physical activity interventions on a variety of participant groups. |
| **A4** | Demonstrate advanced knowledge of research process and design. |
| **A5** | Display a critical appreciation of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance. |
| **Practice - Applied Knowledge and Understanding** | |
| **B1** | Presentation of a comprehensive work and evidence-based portfolio based on industry required attributes. |
| **B2** | Design and deliver safe and effective sessions appropriate to different groups. |
| **B3** | Design a research project related to sports coaching and development. |
| **B4** | |
| **B5** | |
| **Communication, ICT and Numeracy Skills** | |
| **C1** | Further develop skills in relation to collation of information, interpretation and communication verbally and in written form, complex information using a standard range of applications and procedures (eg. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications). |
| **C2** | Demonstrate advanced skills in data analyses related to a specific research methodology. |
| **C3** | Present advanced information through a variety of methods. |
| **C4** | |
| **C5** | |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** | |
| **D1** | Take a critical approach to problem identification and solutions. |
| **D2** | Use evidence-based approaches and own initiative to evaluate issues within sports coaching and development. |
| **D3** | |
| **D4** | |
| **D5** | |
| **Autonomy, Accountability and Working with Others** | |
| **E1** | Critically evaluate, identify and develop own learning needs through independent and guided methods. |
| **E2** | Take responsibility for planning the achievement of identified goals. |
| **E3** | Manage workload through advanced planning and deadline setting especially with larger pieces of work. |
| **E4** | |

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|---|---|
| **E5** | |

**Level 9 Modules**

**CORE**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 9 | SPOR09050 | Coaching: Theory and Practice 3 | 20 | ☒ | ☐ | ☐ | |
| 9 | SPOR09049 | Being a Sport Professional | 20 | ☒ | ☒ | ☐ | |
| 9 | SPOR09056 | Sport Research and Evaluation | 20 | ☒ | ☒ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Core Modules | | | | | | | |

**Level 9 Modules**

**OPTION**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 9 | SPOR09058 | The Psychology of Sport | 20 | ☒ | ☐ | ☐ | |
| 9 | SPOR09054 | Social Issues in Sport | 20 | ☒ | ☐ | ☐ | |
| 9 | SPOR09052 | Developing Sport for Targeted Groups | 20 | ☐ | ☒ | ☐ | |
| 9 | SPOR09051 | Contemporary Issues in Physical Education | 20 | ☐ | ☒ | ☐ | |
| 9 | SPOR09048 | Physical Activity, Health and Wellbeing | 20 | ☐ | ☒ | ☐ | |
| 8 | LLNG08002 | Next Steps at University | 20 | ☐ | ☐ | ☐ | * |

Footnotes for Option Modules

OR - Any other suitable module from the University catalogue subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader.

Students must choose a maximum of 20 optional credits in Term 1 AND a maximum of 40 optional credits in Term 2.

*Next Steps at University is an additional optional credit for Direct Entry students.

| **Level 9**<br>**Criteria for Progression and Award**<br>***Please refer to UWS Regulatory Framework for related regulations*** |
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| Progression to SCQF Level 10 is available to students who fulfil the university progression requirements as detailed in line with the UWS Regulatory Framework. |

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| Students who have accrued a minimum of 360 credit points of which a minimum of 90 are at SCQF Level 9 or above, including all core modules, may choose to exit with an award BSc Sport Coaching & Development. |

| **SCQF LEVEL 10**<br>Learning Outcomes (Maximum of 5 per heading**)** | |
|---|---|
| **Knowledge and Understanding** | |
| **A1** | Demonstrate a critical understanding of contemporary issues in sport. |
| **A2** | Critically evaluate the application of learning theories to sports coaching delivery. |
| **A3** | Evaluate factors that influence effective sports coaching delivery. |
| **A4** | Relate and apply concepts of sport coaching to complex issues and problems. |
| **A5** | |
| **Practice - Applied Knowledge and Understanding** | |
| **B1** | Conduct a large independent and context-specific research project. |
| **B2** | Deconstruct personal coaching performance using reflective practice. |
| **B3** | Present results to an appropriate audience in a variety of formats including written and oral. |
| **B4** | |
| **B5** | |
| **Communication, ICT and Numeracy Skills** | |
| **C1** | Utilise skills in interpretation and communication verbally and in written form using a standard range of applications and procedures (eg. Word, Excel, PowerPoint, Video recording and analysis). |
| **C2** | Design and present produce a poster suitable for an academic conference. |
| **C3** | |
| **C4** | |
| **C5** | |
| **Generic Cognitive Skills - Problem Solving, Analysis, Evaluation** | |
| **D1** | Take an objective and critical approach to problem identification and solution, using evidence-based approaches and own initiative. |
| **D2** | Critically analyse problems through reference to appropriate sources of information in order to identify an academic solution or evaluation. |
| **D3** | |
| **D4** | |
| **D5** | |
| **Autonomy, Accountability and Working with Others** | |
| **E1** | Take responsibility for planning the achievement of identified goals. |

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| **E2** | Prioritise, manage time and work to both externally set and self-imposed deadlines. |
| **E3** | Take responsibility for, and identify own learning needs. |
| **E4** | Develop and apply strategies for self-development. |
| **E5** | |

**Level 10 Modules**

**CORE**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 10 | SPOR10025 | Global Issues in Sport Development | 20 | ☒ | ☐ | ☐ | |
| 10 | SPOR10053 | Sport and Exercise Dissertation | 40 | ☒ | ☒ | ☐ | |
| 10 | SPOR10044 | Coaching: Theory and Practice 4 | 20 | ☐ | ☒ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| | | | | ☐ | ☐ | ☐ | |
| Footnotes for Core Modules | | | | | | | |

**Level 10 Modules**

**OPTION**

| SCQF Level | Module Code | Module Title | Credit | Term | | | Footnotes |
|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | |
| 10 | SPOR10060 | Applied Sport Field Trip | 10 | ☒ | ☒ | ☐ | |
| 10 | SPOR10051 | Mental Health, Sport and Physical Activity | 10 | ☒ | ☐ | ☐ | |
| 10 | SPOR10048 | Group Dynamics | 10 | ☒ | ☐ | ☐ | |
| 10 | SPOR10045 | Developing Outdoor Sport and Physical Activity | 10 | ☒ | ☐ | ☐ | |
| 10 | SPOR10041 | Advanced Physical Education | 20 | ☒ | ☐ | ☐ | |
| 10 | SPOR10019 | Applied Sport Psychology | 20 | ☐ | ☒ | ☐ | |
| 10 | SPOR10040 | Adapted & Inclusive Sport & Physical Activity | 20 | ☐ | ☒ | ☐ | |
| Footnotes for Option Modules<br>OR - Any other suitable module from the University catalogue subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader.<br>Any costs associated with the Applied Field Trip module must be met by students. Completion of this module is optional, and students are advised to consider the costing prior | | | | | | | |

to selection of the module. Any queries pertaining to the costing should be directed to the module coordinator in advance of selecting the module.

Students must choose a maximum of 20 optional credits in term 1 and a maximum of 20 optional credits in term 2.

**Level 10**
**Criteria for Award**
***Please refer to UWS Regulatory Framework for related regulations***

Individuals who successfully complete and pass 480 credits (with a minimum of 90 credits at SCQF Level 10), including all core modules, will be eligible to receive the award of BSc (Honours) Sport Coaching & Development.

This is in accordance with the UWS Regulatory Framework.

The classification of honours shall be awarded in line with the UWS Regulatory Framework.

**Regulations of Assessment**

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

**Combined Studies**

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

**Version no: 1**

Change/Version Control

| What | When | Who |
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