

# University of the West of Scotland

## Undergraduate Programme Specification

Session: 2023/24

Last modified: 22/07/2022 13:07:53

<b>Named Award Title:</b>	<b>BSc (Hons) Sport Coaching 2022 Single</b>
<b>Award Title for Each Award:</b>	<b>BSc (Hons) Sport Coaching 2022 BSc Sport Coaching Dip HE Sport Coaching Cert HE Sport Science</b>
<b>Awarding Institution/Body:</b>	University of the West of Scotland
<b>Language of Instruction &amp; Examination:</b>	English
<b>Award Accredited By:</b>	
<b>Maximum Period of Registration:</b>	
<b>Mode of Study:</b>	Full Time Part Time
<b>Campus:</b>	Lanarkshire
<b>School:</b>	School of Health and Life Sciences
<b>Programme Leader:</b>	Dr Daryl Cowan

### Admission 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: 120 UCAS Tariff points, grades AABB including a science subject (Biology preferred) or PE

Minimum Entry: 108 UCAS Tariff points, grades BBBB including a science subject (Biology preferred) or PE

Science subjects include Human Biology, Biology, Geography, Psychology, Sociology, Chemistry, Maths, Physics or Modern 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; (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; Physical Activity and Health (for SQA HNC, with Grade A in the Graded Unit); HND Sports Therapy (with Grade B in Graded Unit).

Year 3 entry: HND Applied Sports Science **GU AA**; Coaching and Developing Sport **GU AA**; Fitness Health and Exercise **GU AA**; Sport Coaching & Development **GU AA**; Physical Activity and Health **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

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: H1H1H2H2 including a science subject or PE.

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

### **Further desirable skills pre-application**

Applicants should 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 should be 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>

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

## **General Overview**

### **Introduction**

The BSc (Hons) Sport Coaching emphasises a holistic, scientific understanding of the role, purpose, and practice of sport coaching. Students learn modern coaching practices through evidence-based exploration of physiology, psychology, skill acquisition, performance analysis, and sociology. Using sport-specific and interdisciplinary approaches, students develop essential practical skills combined with theoretical and scientific knowledge allowing them to apply the coaching process in a range of contexts and people groups. 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:

- Provide a holistic, scientific understanding of the role, purpose, and practice of sport coaching
- Develop advanced knowledge in a range of sport-specific and science-based disciplines-including pedagogy, physiology, psychology, skill acquisition, performance analysis, and sociology- to produce evidence-based practitioners committed to lifelong learning.
- Contribute to the evolving and dynamic nature of the coaching profession on a local, national, and global scale through research-led teaching and practice and world-class graduates.

### **Teaching and Learning Approach**

Our learning and teaching strategy is supported by the UWS Curriculum Framework. Its hybrid approach is holistic, enabling students to master a range of competencies in flexible and contemporary ways. Our programme's mode of delivery is designated Hybrid C, indicating our programme combines online modalities with mandatory face-to-face learning on campus. Academic, personal, and professional development (APPD) forms a central spine of support for student success, wellbeing, and employability beginning with embedded threshold content in level 7, progressing through work-based learning modules at levels 8 and 9, and culminating in our capstone module at L10, which allows our student to holistically demonstrate the learning they have gained.

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 to supplement and consolidate academic led activity. Virtual learning environments (VLE) support all of the teaching and learning activities.

The theoretical aspects of the programme are developed through a combination of synchronous and asynchronous activities. This approach enables students to engage with theories, concepts and principles of sport coaching in a critical and evaluative way that meets and recognises the diversity of the UWS student body. Face-to-face interaction (both on campus and online) will be interactive learning sessions to allow students opportunity to apply theories and concepts, complete problem-based learning activities, and receive peer and tutor interaction and feedback.

This degree has been developed to deliver up-to-date practical and professional skills, underpinned by appropriate academic theory and research skills, to produce graduates that are prepared for employment or, if desired, further education (e.g., postgraduate study or industry training). With its vocational and academic focus, the programme can provide a range of transferable skills that will not only prepare students for sport-specific employment, but also develop essential personal qualities and understanding necessary for modern, fast-moving, and diverse 21<sup>st</sup> century living and working environments. The teaching approach is student-centred with innovative, flexible, and hybrid learning, teaching, and assessment methods that are inclusive, supportive, and context-specific. Students will be given support to develop an autonomous approach to their learning as they progress through the programme, with a balance between synchronous, asynchronous and independent learning throughout each level of study.

A central objective of the programme design is to produce graduates who are ready for the workplace, therefore, authentic professional and practical technical skills development opportunities feature prominently in the programme. The team acknowledges the challenges of providing students with workplace environments and experiences within an academic set-up but believes that, with the modules chosen, these opportunities will enable students to integrate what they learn at university with what they will experience in industry at local, national, or international levels.

Students wishing to continue their studies will be able to undertake a range of postgraduate programmes within sport and related subjects such as physical education, sport coaching, and sport psychology. Graduates of the programme have gone on to become active schools co-ordinators, professional coaches, performance analysts, sport scientists, sport psychologists, sport business owners, researchers, and teachers.

### **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 science sector, 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 inclusively, 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.

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

The 'I AM UWS' graduate attributes have been developed to reflect the vision where UWS graduates are work ready and able to successfully contribute both locally and globally. As part of the programme design and development, the graduate attributes are aligned with all aspects of module and programme delivery.

Employability is embedded and developed throughout the programme to ensure students are work ready. For instance, students work closely with professional partners from Level 7 to Level 10. To develop their vocational skills throughout the programme, students participate in industry training (e.g., coaching awards) and network within sports organisations. This develops students' understanding of professional requirements in sport coaching. The skills and attributes acquired by the students are reflective of QAA Subject Benchmark Statements along with the SCQF levels 7-10 qualification descriptors. In addition, the teaching staff, through their affiliations with professional bodies, provide up-to-date information and contacts on the evolving profession of sport coaching.

Core to embedding employability is the formal and informal ways in which the range of the students' skills and achievements in areas such as data analysis, problem solving and effective communication, as well as

self-reflection, decision-making, time management and effective learning and working behaviours are developed across both the academic and practical modules in the programme, all with the emphasis on preparing students for future employment, or indeed, study at a higher level.

There are a range of employment markets for graduate sport coaches, including professional sports clubs, commercial and social enterprises, local authority sports programmes, schools, disability sports clubs, and national governing bodies (NGBs). Roles include academy coach, specialist technical coach, performance analyst, coach educator and coach manager. There is also potential for progression to a career in education or further research (e.g., PhDs or Professional Doctorates).

Personal Development Planning (PDP) is a core part of our work-based learning (WBL). Academic, Personal and Professional Development (APPD) is a central feature of our WBL modules that run across all years of the programme, and through these, we support students in planning their own career pathway. Employability is embedded in all of the BSc (Hons) Sport Coaching modules, and the process of personal development is implicit in all activities and engagement with students.

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. UWS students receive a discounted rate in the student membership category. To use the professional standard in practice, practitioner membership is required.

### **Work Based Learning/Placement Details**

The BSc (Hons) Sport Coaching programme provides students work-based learning with specified core modules at Levels 7, 8 and 9. These modules offer students the opportunity of relevant work experience placements whereby they can apply their learning and theory in a practical setting. Procedures for work-related learning are based on the QAA Code of Conduct on Placement Learning and the University policy.

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:

Where possible, the WBL modules allow students to gain experience relevant to their areas of interest. All students are offered training by our industry partners; 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 and Exercise have a range of branded sports kit available for purchase by students via our provider's 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.

### **Engagement**

In line with the [Academic Engagement Procedure](#), Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

Students are defined as academically engaged if they consistently attend timetabled teaching sessions (including placements), engage with course-related learning resources including synchronous and asynchronous learning activities and tasks, regularly access VLEs, and complete and submit assessments on time.

## Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#).

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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](#) )

A. Learning Outcomes (Maximum of 5 per heading)



Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate knowledge of physiology and anatomy in relation to the human body.
<b>A2</b>	Demonstrate knowledge of the fundamentals of coaching practice and human movement.
<b>A3</b>	Demonstrate knowledge of fundamentals of psychology and social structures contextualised to sport, exercise and health.
<b>Practice -Applied Knowledge and Understanding</b>	
<b>B1</b>	Demonstrate competence in utilising an individual/client-centred approach to supporting sport, physical activity, health and exercise
<b>B2</b>	Exhibit the capacity to record data accurately and demonstrate the ability to perform basic data analysis.
<b>B3</b>	Apply basic discipline-specific knowledge in a practical/work-related context.
<b>B4</b>	Demonstrate competency in core academic skills.

<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	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.
<b>C2</b>	Carry out basic manipulation of data including some statistical analysis
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Undertake an objective approach to problem identification and solution, using evidence-based approaches and own initiative.
<b>D2</b>	Read and evaluate information from appropriate academic resources in order to support arguments.
<b>Autonomy, Accountability and Working With Others</b>	

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

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
7	SPOR07021	Fundamentals of Sport & Exercise	60	 check mark			
7	SPOR07020	Coaching: Theory & Practice 1	30		 check mark		
7	SPOR07022	Physical Activity, Health, and Fitness	30		 check mark		

\* Indicates that module descriptor is not published.

Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Progression and Award

Progression to SCQF Level 8 is available to students who fulfil the university progression requirements as detailed



in line with the 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 of CertHE Sport Science.

This is in accordance with UWS Regulatory Framework.






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

**B. Learning Outcomes (Maximum of 5 per heading)**

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Explain and compare pedagogical and observational techniques in a coaching context.
<b>A2</b>	Demonstrate awareness and understanding of human movement and factors affecting motor learning
<b>A3</b>	Appreciate the psychosocial influences on sport and exercise participation
<b>Practice -Applied Knowledge and Understanding</b>	
<b>B1</b>	Deliver and evaluate coaching practice relevant to athlete or participant groups
<b>B2</b>	Collect and interpret routine data
<b>B3</b>	Apply subject-specific knowledge to a work-based environment
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	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, Technique Analysis Applications).
<b>C2</b>	Develop an appreciation of quantitative and qualitative methods of data collection and analysis.
<b>C3</b>	Record data accurately and carry out standard manipulation and analyses of data.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Demonstrate critical analysis, evaluation, and/or synthesis of ideas, concepts, and information relative to common issues in sport coaching
<b>D2</b>	Undertake problem identification and formulation of evidence-based solutions
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Exercise autonomy for identifying own learning needs.
<b>E2</b>	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.
<b>E3</b>	Prioritise, manage time and work to deadlines.

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	SPOR08042	Sport and Exercise Experience	20	 check mark	 check mark		
8	SPOR08036	Coaching: Theory & Practice 2	30	 check mark			
8	SPOR08040	Principles of Human Movement	30	 check mark			
8	SPOR08041	Psychosocial Aspects of Sport and Exercise	20		 check mark		

8	SPOR08038	Personal Training	20	 check mark		
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\* Indicates that module descriptor is not published.

Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Progression and Award

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

Students who have accrued 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 DipHE Sport Coaching.

This is in accordance with UWS Regulatory Framework.

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







#### C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Critical understanding of contemporary approaches to coaching and coach analysis tools
<b>A2</b>	Demonstrate understanding of key physiological and biomechanical concepts relevant for sports conditioning.
<b>A3</b>	Demonstrate advanced knowledge of research process and design
<b>A4</b>	Incorporate advanced knowledge of a variety of disciplines underpinning coaching science.
<b>Practice -Applied Knowledge and Understanding</b>	
<b>B1</b>	Presentation of a comprehensive work and evidence-based portfolio based on industry-required attributes.
<b>B2</b>	Design and apply contemporary and effective interventions to appropriate groups.
<b>B3</b>	Design and plan a context-specific research project.

<b>B4</b>	Construct and implement evidence-based sports conditioning interventions
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	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, Technique Analysis Applications).
<b>C2</b>	Demonstrate advanced skills in data analyses related to a specific research methodology including the use of statistical analysis software.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Take an objective, mono and multidisciplinary and critical approach to problem identification and solution, using evidence-based approaches and own initiative
<b>D2</b>	Further develop problem solving skills through research study design.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Critically evaluate, identify and develop own learning needs through independent, group and guided goal setting.
<b>E2</b>	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.
<b>E3</b>	Manage workload through advanced planning and deadline setting especially with larger pieces of work.

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	SPOR09049	Being a Sport Professional	20	 check mark	 check mark		
9	SPOR09056	Sport Research and Evaluation	20	 check mark	 check mark		
9	SPOR09050	Coaching: Theory & Practice 3	20	 check mark			
9	SPOR09057	Sports Conditioning and Biomechanics	20		 check mark		

\* Indicates that module descriptor is not published.

Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

9	SPOR09058	The Psychology of Sport	20	 check mark		
9	SPOR09054	Social Issues in Sport	20	 check mark		
9	SPOR09048	Sport Performance Analysis.	20	 check mark		
		OR				
		Any other suitable module from the School of Health and Life Sciences subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader				
8	LLNG08002	Next Steps at University	20			Additional credit for DE students

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Progression and Award

Progression to SCQF Level 10 is available to students who fulfil the university progression requirements as detailed in line with the Regulatory Framework.

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

This is in accordance with UWS Regulatory Framework.

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




#### D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

<b>Knowledge and Understanding</b>	
<b>A1</b>	Critically evaluate the effects of a range of factors on sport and performance
<b>A2</b>	Display a critical appreciation of the integration of the interdisciplinary variables involved in coaching.
<b>A3</b>	Evidence the skills required to assess sports performance and athlete needs
<b>Practice -Applied Knowledge and Understanding</b>	

<b>B1</b>	Collect, analyse and interpret data from an independent and context-specific research project or internship.
<b>B2</b>	Present data from an independent research study or internship to an academic audience.
<b>B3</b>	Apply range of professional and theoretical knowledge and skills for analysing team or athlete needs
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Utilise skills in academic and applied contexts in relation to collation of information, interpretation and communication in verbal and written form, and complex information using a standard range of applications and procedures (e.g., Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
<b>C2</b>	Design and produce visual media suitable for an academic audience
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Take an objective and critical approach to problem identification and solution, using evidence-based approaches and own initiative.
<b>D2</b>	Critically analyse problems through reference to appropriate sources of information in order to identify detailed mono, multi and interdisciplinary aspects of the conditions of the problem and to develop appropriate solutions.
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Take responsibility for planning the achievement of identified goals both on their own and as part of a group.
<b>E2</b>	Prioritise, manage time, and work to both externally set and self-imposed deadlines.
<b>E3</b>	Take responsibility for and identify own learning needs, develop and apply strategies for further self-development within and outwith the programme.

#### Core Modules



SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
	SPOR1 0053	Sport & Exercise Dissertation	40	 check mark	 check mark		
10	SPOR1 0044	Coaching: Theory & Practice 4	20		 check mark		

\* Indicates that module descriptor is not published.

#### Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

10	SPOR10056	Strength and Conditioning	20	 check mark			
	SPOR10058	The Female Athlete		 check mark			
	SPOR1 0051	Mental Health, Sport and Physical Activity		 check mark			
	SPOR10048	Group Dynamics in Sport		 check mark			
	SPOR1 0050	International Field Trip		 check mark	 check mark		
	SPOR1 0057	Talent Development in Sport		 check mark			
	SPOR10019	Applied Sport Psychology	20	 check mark			
	SPOR1 0049	Injury Prevention and Reconditioning	20	 check mark			
		OR					
		Any other suitable module from the University catalogue subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader					

\* Indicates that module descriptor is not published.

#### Footnotes

Any costs associated with the International 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 module. Any queries pertaining to the costing should be directed to the module coordinator in advance of selecting the module.

#### Criteria for Award

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.

This is in accordance with 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 an exit award of CertHE / DipHE or BA/ BSc in Combined Studies.

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.

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