Undergraduate Programme Specification

Session	2026/27	**Last Modified**	March 2026
Named Award Title	BSc (Hons) Sport Coaching		
Award Title for Each Award	BSc (Hons) Sport Coaching BSc Sport Coaching DipHE Sport Coaching CertHE Sport Science		
Date of Approval	March 2022		
Details of Cohort Applies to	All new and existing cohorts		
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 ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ **Lanarkshire** ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Sport Exercise Health**		
Programme Leader	Mark Carroll		

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: 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 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

Science subjects include Maths, Human Biology, Biology, Chemistry, Physics, or Psychology

Or SQA National Qualifications / Edexcel Foundation
Year 1 entry:
HNC Coaching and Developing Sport; Sport Coaching & Development, Fitness Health and Exercise; Physical Activity and Health; 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.

Other HNC/HND (or equivalent) in a relevant subject area will be considered for entry. 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 Leaming)

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

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
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 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
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. 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 theoretical aspects of the programme are developed through synchronous 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 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 modem, fast-moving, and diverse 21st century living and working environments. The teaching approach is student- centred with innovative and flexible 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 activity 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.

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

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; 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.

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 '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. 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 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 Leaming 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.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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. 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

SCQF LEVEL 7 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 an individual/client-centred approach to supporting sport, 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	

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	SPOR07023	Foundations of Sport & Exercise	40	☒	☐	☐	
7	APPD07001	Aspire: Foundations for Success	20	☒	☐	☐	
7	SPOR07020	Coaching: Theory & Practice 1	30	☐	☒	☐	
	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 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.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Explain and compare pedagogical and observational techniques in a coaching context.
A2	Demonstrate awareness and understanding of human movement and factors affecting motor learning.
A3	Appreciate the psychosocial influences on sport and exercise participation.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Deliver and evaluate coaching practice relevant to athlete or participant groups.
B2	Collect and interpret 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, Technique Analysis Applications).
C2	Develop an appreciation of quantitative and qualitative methods of data collection and analysis.
C3	Record data accurately and carry out standard manipulation and analyses of data.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate critical analysis, evaluation, and/or synthesis of ideas, concepts, and information relative to common issues in sport coaching.
D2	Undertake problem identification and formulation of evidence-based solutions.
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 on their own 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	SPOR08042	Sport and Exercise Experience	20	☒	☒	☐	
8	SPOR08036	Coaching: Theory & Practice 2	30	☒	☐	☐	
8	SPOR08040	Principles of Human Movement	30	☒	☐	☐	
8	SPOR08041	Psychosocial Aspects of Sport and Exercise	20	☐	☒	☐	
8	SPOR08038	Personal Training	20	☐	☒	☐	
				☐	☐	☐	
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 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.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Critical understanding of contemporary approaches to coaching and coach analysis tools.
A2	Demonstrate understanding of key physiological and biomechanical concepts relevant for sports conditioning.
A3	Demonstrate advanced knowledge of research process and design.
A4	Incorporate advanced knowledge of a variety of disciplines underpinning coaching science.
A5	
Practice - Applied Knowledge and Understanding	
B1	Presentation of a comprehensive work and evidence-based portfolio based on industry-required attributes.
B2	Design and apply contemporary and effective interventions to appropriate groups.
B3	Design and plan a context-specific research project.
B4	Construct and implement evidence-based sports conditioning interventions.
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, Technique Analysis Applications).
C2	Demonstrate advanced skills in data analyses related to a specific research methodology including the use of statistical analysis software.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Take an objective, mono and multidisciplinary and critical approach to problem identification and solution, using evidence-based approaches and own initiative.
D2	Further develop problem solving skills through research study design.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Critically evaluate, identify and develop own learning needs through independent, group and guided goal setting.
E2	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.
E3	Manage workload through advanced planning and deadline setting especially with larger pieces of work.

E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	SPOR09049	Being a Sport Professional	20	☒	☒	☐	
9	SPOR09056	Sport Research and Evaluation	20	☒	☒	☐	
9	SPOR09050	Coaching: Theory & Practice 3	20	☒	☐	☐	
9	SPOR09057	Sports Conditioning and Biomechanics	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	SPOR09048	Sport Performance Analysis	20	☐	☒	☐	
8	LLNG08002	Next Steps at Universit	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.

Not all optional modules listed may run in any given academic year.

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

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

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.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Critically evaluate the effects of a range of factors on sport and performance.
A2	Display a critical appreciation of the integration of the interdisciplinary variables involved in coaching.
A3	Evidence the skills required to assess sports performance and athlete needs.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Collect, analyse and interpret data from an independent and context-specific research project or internship.
B2	Present data from an independent research study or internship to an academic audience.
B3	Apply range of professional and theoretical knowledge and skills for analysing team or athlete needs.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	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).
C2	Design and produce visual media suitable for an academic audience.
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 detailed mono, multi and interdisciplinary aspects of the conditions of the problem and to develop appropriate solutions.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Take responsibility for planning the achievement of identified goals both on their own and as part of a group.
E2	Prioritise, manage time, and work to both externally set and self-imposed deadlines.
E3	Take responsibility for and identify own learning needs, develop and apply strategies for further self-development within and outwith the programme.

E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	SPOR10053	Sport & Exercise Dissertation	40	☒	☒	☐	
10	SPOR10044	Coaching: Theory & Practice 4	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	SPOR10056	Strength and Conditioning	20	☒	☐	☐	
10	SPOR10058	The Female Athlete	10	☒	☐	☐	
10	SPOR10051	Mental Health, Sport and Physical Activity	10	☒	☐	☐	
10	SPOR10048	Group Dynamics in Sport	10	☒	☐	☐	
10	SPOR10060	Applied Sport Field Trip	10	☒	☒	☐	
10	SPOR10057	Talent Development in Sport	10	☒	☐	☐	
10	SPOR10019	Applied Sport Psychology	20	☐	☒	☐	
10	SPOR10049	Injury Prevention and Reconditioning	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.

Not all optional modules listed may run in any given academic year.

Any costs associated with the SPOR10060 Applied Sport 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.

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. 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 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**
Option footnote updated Removed reference to Asynchronous/ Hybrid delvery Amendment to L7 T1	March 2026	Rebecca O'Hanlon
