

## Programme Specification

### Programme Title: BSc(Hons) Sports Science and Coaching

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	University of Bolton		
<b>Division and/or Faculty/Institute:</b>	Faculty of Advanced Engineering and Sciences		
<b>Professional accreditation</b>	<b>Professional body</b>	<b>Professional body URL</b>	<b>Status of graduates</b>
	The British Association of Sport and Exercise Sciences	<a href="http://www.bases.org.uk/">http://www.bases.org.uk/</a>	Professional Member
<b>Final award(s):</b>	BSc(Hons)		
<b>Interim award(s)</b>			
<b>Exit or Fallback award(s)</b>	Cert HE Sports Science and Coaching Dip HE Sports Science and Coaching		
<b>Programme title(s)</b>	Sports Science and Coaching		
<b>UCAS Code</b>	C600		
<b>JACS Code</b>	C610		
<b>University Course Code(s)</b>	FT = SPT0001 PT = SPT5001		
<b>QAA Benchmark Statement(s)</b>	Hospitality, leisure, sport and tourism 2008, bachelor's degree with honours.		
<b>Other internal and external reference points</b>	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p> <p>British Association of Sport and Exercise Sciences Undergraduate Endorsement Scheme (BUES)</p>		

<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Full time – 3 years Part time – 4.5 years
<p><b>Admissions criteria</b></p> <p>5 GCSEs at Grade C or above (or equivalent) including Mathematics, English Language and a Science.</p> <p>At least 2 A2-levels (or equivalent) including a Science or Physical Education</p> <p>BTEC Extended Diploma at grades MMM in a sports related subject.</p> <p>Access to Higher Education.</p> <p>Appropriate HND may be considered for entry to the second or third year.</p> <p>Appropriate Foundation degree may be considered for entry to the final year.</p> <p>If English is not your first language you will need IELTS 6.0.</p> <p>Applications from mature students without the required entry qualifications will be considered. Applicants will be interviewed and may be required to complete a diagnostic essay.</p>	
<p><b>Additional admissions matters</b></p> <p>Enhanced CRB clearance required.</p>	
<p><b>Fitness to practise declaration</b></p> <p>Not applicable</p>	
<p><b>Aims of the programme</b></p> <p>The principal aims of the programme are:</p> <ol style="list-style-type: none"> <li>1. To equip you with a base of knowledge relevant to Sports Science and Coaching and the methodology of its application.</li> <li>2. To equip you with a range of practical competencies relevant to Sports Science and Coaching.</li> <li>3. To enable you to apply a critical and analytical approach to problem solving and the investigation of Sports Science and Coaching related issues;</li> <li>4. To develop competence in the application of a range of qualitative and quantitative methods used in Sports Science and Coaching research.</li> <li>5. To provide opportunities for you to become practised in the application of Sports Science and Coaching in vocational settings.</li> <li>6. To develop your key employability skills and your ability to reflect on and articulate your capabilities and attributes in a range of recruitment situations.</li> <li>7. To develop your awareness of the international dimension of Sports Science and Coaching and the implications for professional practice and career planning.</li> </ol>	

8. To develop an appreciation of environmental sustainability issues associated with your practice.
9. To produce graduates who are socially, publically and ethically responsible.
10. To encourage independent learning and Personal Development Planning (PDP) by:
  - Developing your capacity to understand what, how and when you are learning, and;
  - Encouraging you to monitor, review, plan and take responsibility for your own learning.
11. Increase your awareness of potential career paths and support you to engage in effective career planning and preparation.

### **Distinctive features of the programme**

Opportunities to work with the Athlete Development Centre and engage with athletes ranging from elite, professional, recreational and participatory to those individuals participating in exercise for health. Activities will include Physiological and Biomechanical assessment and monitoring, Strength and Conditioning programme development and delivery, Nutritional and Psychological evaluation and advise.

Engaging with community groups to embed professional practice into the programme to provide meaningful work based learning experiences.

Work experience placements facilitated by a broad network of partners and partner organisations. Organisations including professional football and rugby clubs, private and public sector health and fitness providers, community sport and activity clubs, national governing bodies and the English Institute of Sport.

Programme delivered from modern bespoke specialist facilities in Bolton One. This new building is designed to achieve a rating of over 70% on the Building Research Establishment Environmental Assessment Method (BREEAM) providing an environmentally sustainable base for programme growth. BREEAM sets the standard for best practice in sustainable building design, construction and operation and has become one of the most comprehensive and widely recognised measures of a building's environmental performance.

Opportunities to attend regular master classes by internationally renowned practitioners.

### **Programme learning outcomes**

#### **K. Knowledge and understanding**

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. The principles and theories of sports science and coaching.

2. The human response to participation in sport and physical activity.
3. The role of the sport scientist and coach in enhancing performance.
4. The vocational context of sports science and coaching both nationally and internationally.
5. The design, implementation and evaluation of research.
<b>C. Cognitive, intellectual or thinking skills</b> On completion of the programme successful students will be able to demonstrate the ability to:
1. Apply critical reasoning and analysis.
2. Synthesise data and information and appropriately interpret research findings.
3. Discriminate between and evaluate theories.
4. Apply sports science and coaching theory and principles to the evaluation and solution of problems and issues.
<b>P. Practical, professional or subject-specific skills</b> On completion of the programme successful students will be able to demonstrate the ability to
1. Communicate effectively with a variety of audiences (peers/colleagues, clients, industry professionals).
2. Measure and evaluate performance appropriately in the laboratory and field.
3. Design, implement and evaluate coaching and training programmes.
4. Use laboratory and field equipment safely and competently.
5. Meaningfully present information in a variety of forms.
6. Demonstrate a responsible attitude toward your own personal, academic and career development (PDP).
<b>T. Transferable, key or personal skills</b> On completion of the programme successful students will be able to demonstrate the ability to:
1. Learn and investigate.
2. Communicate effectively in formal and informal environments using a variety of means.
3. Self manage.
4. Apply numerical and quantitative skills.
5. Competently use information technology.
6. Work independently or as part of a group.
7. Be socially, publicly and ethically responsible.
<b>Programme structure</b>  The structure of the modular scheme as a whole is described fully in the Assessment Regulations for Undergraduate Modular Programmes (Main Document), which can be accessed via the following web link:  <a href="http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx">http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx</a>  Briefly, in order to qualify for an honours degree, you are required to obtain 360 credits. This is comprised of 120 credits at each of levels 4, 5 and 6. Each of these levels equate to one year of a full time degree programme. Normally, you would need to complete each level before being allowed to undertake modules from the next.

Most modules have a 20 credit value, last for one trimester and usually involve four to five hours of scheduled teaching per week. Please note that you are expected to do a significant amount of guided independent study for all modules in addition to this scheduled teaching. An exception to the 20 credit module is the final year project. This module has a 40 credit value, lasts for two trimesters and is largely self determined and managed with the support of a project tutor.

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
SPS4001	Research Methods and Professional Development Planning in Sport and Exercise Science	C	20	1
SPS4002	Introduction to Sport and Exercise Physiology	C	20	1
SPS4003	Foundations of Sport and Exercise Psychology	C	20	1
SPS4004	Introduction to Sport and Exercise Biomechanics	C	20	1
SSC4001	Coaching Process	C	20	1
SSC4002	Coaching Practice	C	20	1
SPS5001	Further Research Methods and Professional Development Planning in Sport and Exercise Science	C	20	1
SPS5002	Sport and Exercise Physiology	C	20	1
SPS5003	Advanced Sport and Exercise Psychology	C	20	1
SPS5004	Sport and Exercise Nutrition	C	20	1
SPS5005	Sport and Exercise Biomechanics	C	20	1
SSC5001	Effective Coaching	C	20	1
SPS6001	Sport and Exercise Science Project Module	C	40	2
SPS6002	Applied Interdisciplinary Practice	C	20	1
SPS6003	Work Experience	C	20	1
SSC6001	Performance Planning and Analysis	C	20	1
SPS6004	Sport and Exercise Psychology in Professional Practice	O	20	1
SPS6005	Advanced Sport and Exercise Biomechanics	O	20	1

### Learning and teaching strategies

A variety of learning and teaching methods are employed throughout your programme in order to ensure the acquisition and development of appropriate concepts, knowledge and skills, and achievement of the stated learning outcomes. Some of these will be experienced during formally timetabled classes with a module tutor; others may be adopted personally to facilitate your own learning.

The methods most commonly employed by tutors during your time in scheduled learning and teaching activities include; lectures, seminars, tutorials, practical work and workshops. However, individual module tutors are free to introduce techniques that they view as especially suitable in aiding learning in their specialist area. The learning and teaching strategies for individual modules are detailed in the module guides that you will receive at

the beginning of each trimester.

It is important to note that the time spent with a tutor during formally scheduled learning and teaching activities is only a small part of the learning time identified for a module. In addition to this time you will spend a significant amount of time in guided independent study. This independent study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. As you progress through your programme the guidance you receive will become less structured and prescriptive. By the final year of your programme it is expected that you will demonstrate significant independence in your study taking responsibility for the management of your own learning time.

All of the modules on the programme are supported by MOODLE (Modular Object-Oriented Dynamic Learning Environment). This is a virtual learning environment that can be accessed on-line. Here you will find copies of lecture notes and presentations, programme and module documentation, self test and learning activities and links to additional learning resources.

### Learning activities (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Scheduled learning and teaching activities	30.4%	30.3%	21.3%				
Guided independent study	69.6%	69.7%	70.4%				
Placement/study abroad	0.0%	0.0%	8.3%				

### Assessment strategy

The assessment strategy for the programme is designed to ensure that you achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules.

The types of assessment you will be required to complete fall into two general categories, formative and summative.

Formative assessments are activities that do not contribute to your overall module grade. They are however an integral part of the learning strategy for a module and you are required to complete them. They will be marked and you will receive feedback on your level of achievement. Formative assessments serve to assess your learning as the module progresses. Many of the formative assessment tasks will either serve as preparation for your summative assessment tasks or provide an opportunity for a “practice run”. For example you may be required to submit an essay plan, give a practice presentation or complete some self test questions prior to an examination. In this way you will receive feedback on your

presentation style or level of understanding of a module's content before completing the summative assessment.

Summative assessments are those assessment activities for which the marks will contribute to the overall module grade. You will also receive feedback on these assessments so that you will know what you have done well and where you can improve. In this way summative assessment provides valuable learning for modules which are to follow.

Many different forms of assessment are employed on the programme, for both formative and summative purposes, the major forms being as follows; written or practical examination, essay, case study, laboratory or project report, oral or poster presentation, practical coaching observation, statistical analysis and reflective logs.

### Assessment methods (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Written exams	16.7%	8.3%	8.3%				
Coursework	50.0%	40.0%	60.0%				
Practical exams	33.3%	51.7%	31.7%				

### Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

### Grade bands and classifications

*(for information only at this stage – the Assessment regulations are being revised for September 12. )*

Grade Description			Hons Degree Classification
Work of exceptional quality	High	80+	i
	Middle	75-79	I
	Low	70-74	i
Work of very good quality	High	67-69	ii.i
	Middle	64-66	ii.i
	Low	60-63	ii.i
Work of good quality	High	57-59	ii.ii
	Middle	54-56	ii.ii
	Low	50-53	ii.ii



Work of satisfactory quality	High	47-49	iii
	Middle	44-46	iii
	Low	40-43	iii

Borderline fail 35-39

Fail Below 35

### Honours Classification

(i) A student will normally be awarded the honours classification resulting from application of the following algorithm:

#### Rule ACM20

A weighted average of the marks from modules worth a total of 200 credits at Levels HE5 and HE6 combined, including the marks from modules worth no more than 80 credits at least at Level HE5 (weighted 30 percent) and marks from modules worth at least 120 credits at Level HE6 (weighted 70 percent), which represent the best marks achieved by a student at those Levels.

(ii) Where a student has marks available for 120 credits or less at Level HE6, the honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available to students for whom there are marks available for fewer than 120 credits at Level HE6**, unless explicitly approved.

### Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty



- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Specialist sports laboratories
- On site sports facilities

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Programme professionally endorsed by the British Association of Sport and Exercise Sciences (BASES)

### **Other sources of information**

Student portal (<http://www.bolton.ac.uk/Students/Home.aspx>)

Students Union (<http://www.ubsu.org.uk>)

Faculty or similar Handbook (<http://www.bolton.ac.uk/Students/Home.aspx>)

Programme Handbook (<http://elearning.bolton.ac.uk/course/view.php?id=4612>)

Student Entitlement Statement

(<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/AtoZofDownloads.aspx>)

Module database ([http://data.bolton.ac.uk/academicaffairs/view\\_modulelist.asp](http://data.bolton.ac.uk/academicaffairs/view_modulelist.asp))

Moodle (for the programme?) (<http://elearning.bolton.ac.uk/course/view.php?id=4612>)

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Careers Service (<http://www.bolton.ac.uk/Careers/Home.aspx>)

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## Learning outcomes map

Module title	Module Code	Status C/O/E	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4	T5	T6	T7	
<b>Level 4</b>																									
Research Methods and Professional Development Planning in Sport and Exercise Science	SPS4001	C	TDA			TDA	TDA	TDA	TDA							TA	TDA	TDA	TDA	TDA	DA	TDA	TDA	DA	TDA
Introduction to Sport and Exercise Physiology	SPS4002	C	TDA	TDA					TD			DA	TDA		TDA	DA		D		D	TDA				
Foundations of Sport and Exercise Psychology	SPS4003	C	TDA		TD	TD	DA	T	TDA	T	T	TDA				TDA	TDA	TDA	TD	TDA			TDA		
Introduction to Sport and Exercise Biomechanics	SPS4004	C	TDA		TD						TDA		TDA		TD	TDA		DA	TDA	TDA	DA	DA	TDA	TDA	
Coaching Process	SSC4001	C	TDA		TD					TDA	TD	TD			TD	TD	D	D	TD			D	TD	TD	
Coaching Practice	SSC4002	C	TDA		TD					D	D	TDA			TD	TDA	D	D	TDA			D	TDA	TD	
<b>Level 5</b>																									
Further Research Methods and Professional Development Planning in Sport and Exercise Science	SPS5001	C	TDA		DA	DA	TDA	TDA	TDA	TDA	DA	DA				DA	DA	DA	TDA	DA	TDA	TDA	DA	TDA	
Sport and Exercise Physiology	SPS5002	C	TDA	TDA			DA	DA	DA	D	DA				TDA	TDA		TDA	TDA				DA	TDA	
Advanced Sport and Exercise Psychology	SPS5003	C	TDA	TD		TD	TDA	DA	DA	TD	TD	TDA				TDA		TDA	TDA		TDA	TD	D	TDA	
Sport and Exercise Nutrition	SPS5004	C	TDA		DA				TDA	TDA	TDA	TDA			D			DA	DA			D		D	
Sport and Exercise Biomechanics	SPS5005	C	TDA		TD	DA		TD	TD		TD	TD	TDA		TD	TD		TD	TD	TD	TDA	TD	TD	TDA	
Effective Coaching	SSC5001	C	TDA	TD	TDA	TD				TDA	TDA	TD	TD	TDA		TD	TDA	D	D	TDA		TD	D	TD	TD

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Level 6																								
Sport and Exercise Science Project Module	SPS6001	C	A				DA	DA	DA	DA	DA	DA			DA	DA	DA	DA	DA	DA	DA	A		A
Applied Interdisciplinary Practice	SPS6002	C	TDA	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	DA
Work Experience	SPS6003	C	A		A	DA		A		DA	DA	DA	DA			DA	DA		DA	DA			DA	DA
Performance Planning and Analysis	SSC6001	C	TDA		TDA			DA	TDA	TD	D	TD	TDA			TDA	D	TDA	TDA	D			TD	TD
Sport and Exercise Psychology in Professional Practice	SPS6004	O	TDA			TD	TD	TDA	TDA	TDA	TDA	TDA				TDA	TD	TD	TDA	TDA		TDA	TDA	TDA
Advanced Sport and Exercise Biomechanics	SPS6005	O	TDA		TDA	DA	TDA	TDA	TDA	TDA	TDA	DA	TDA		TDA	TDA		DA	D	TDA	TDA	TDA	TDA	DA

**K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills**

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**

**Module listing**

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Research Methods and Professional Development Planning in Sport and Exercise Science	SPS4001	✓	4	20	Stan	C		Cour sewo rk	60	Y	Co urs ew ork	40				
Introduction to Sport and Exercise Physiology	SPS4002	✓	4	20	Stan	C		Writt en Exa m	50	Y	Pra ctic al	50				
Foundations of Sport and Exercise Psychology	SPS4003	✓	4	20	Stan	C		Cour sewo rk	100	Y						
Introduction to Sport and Exercise Biomechanics	SPS4004	✓	4	20	Stan	C		Cour sewo rk	50		Wri tte n Exa m	50	Y			
Coaching Process	SSC4001	✓	4	20	Stan	C		Cour swor k	50		Pra ctic al	50	Y			
Coaching Practice	SSC4002	✓	4	20	Stan	C		Pract ical	50		Pra ctic	50	Y			

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Analysis								rk			al					
Sport and Exercise Psychology in Professional Practice	SPS6004	✓	6	20	Stan	O		Practical	50		Coursework	50	Y			
Advanced Sport and Exercise Biomechanics	SPS6005	✓	6	20	Stan	O		Coursework	50		Written Exam	50	Y			

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**Bolton Key Core Curriculum requirements**

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Research Methods and Professional Development Planning in Sport and Exercise Science	SPS4001	C	TDA	DA	DA	DA	TDA	TDA	D	TDA	DA	D	DA	TDA	TDA	TDA
Introduction to Sport and Exercise Physiology	SPS4002	C		D	D	D	TD	D	D	D	D	D				D
Foundations of Sport and Exercise Psychology	SPS4003	C		TDA	T	TD	TDA	T	T	TD	T	TD	TD	T		
Introduction to Sport and Exercise Biomechanics	SPS4004	C		DA		DA	TDA									
Coaching Process	SSC4001	C		TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA				TDA
Coaching Practice	SSC4002	C		TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA				TDA
Further Research Methods and Professional Development Planning in Sport	SPS5001	C	DA	TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

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and Exercise Science																
Sport and Exercise Physiology	SPS5002	C		DA			DA	TDA		TD		DA				DA
Advanced Sport and Exercise Psychology	SPS5003	C		TDA	TDA	TD	TD	D	TD	TD		TD	TD			
Sport and Exercise Nutrition	SPS5004	C		TDA		DA	DA	DA	DA	DA	DA	DA	DA	D		DA
Sport and Exercise Biomechanics	SPS5005	C		DA		DA	TDA	TDA		TD		DA		DA		
Effective Coaching	SSC5001	C		TDA	TDA	TDA	DA	TDA	TDA	TDA	TDA	TDA		TDA		TDA
Sport and Exercise Science Project Module	SPS6001	C		DA		DA	DA	TDA	DA	TDA	DA	DA	DA			DA
Applied Interdisciplinary Practice	SPS6002	C		TDA	DA	TDA	TDA	TDA	TDA	TDA	DA	DA	DA	TDA	TDA	TDA
Work Experience	SPS6003	C	DA	DA	DA	DA		DA	DA	DA	DA	DA	DA	DA	DA	DA
Performance Planning and Analysis	SSC6001	C		TDA	TDA	TDA	TDA		TDA	TDA	DA	DA		TDA		TDA
Sport and Exercise Psychology in Professional Practice	SPS6004	O		TDA	TDA	TD	TD	TDA	TD	TD		TD	TD			
Advanced Sport and Exercise Biomechanics	SPS6005	O		DA	D	DA	TDA	TDA		TDA		DA	DA	DA		

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

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