PROGRAMME SPECIFICATION
HND Sports Performance and Coaching (TCAT)

This document applies to students who commence the programme in or after September 2017

1   **Awarding institution/body**   University of Worcester
2   **Teaching institution** University of Worcester, Telford College of Arts and Technology
3   **Programme accredited by** N/A
4   **Final award** HND
5   **Programme title**   Sports Performance and Coaching
6   **Pathways available**   None
7   **Mode and/or site of delivery** Telford College of Arts and Technology
8   **Mode of attendance**   Full Time
9   **UCAS Code**   26NCS
10   **Subject Benchmark statement and/or professional body statement** Hospitality, Leisure, Sport and Tourism 2008
11   **Date of Programme Specification preparation/revision** March 2009/ Amended August 2011/ September 2012 / September 2013 / September 2014 (regulations amended) / July 2015 (Progression Criteria); March 2017 correction to regulations / August 2017 – AQU amendments

12   Educational aims of the programme

The course aims to:
- Develop a depth of integrated knowledge, critical perspectives and skills (including research skills), which characterise sports performance and coaching.
- Apply theory in a range of practical contexts in sports performance and coaching.
- Develop common skills, safety and ethical awareness
- Develop autonomy and independence in learning

The subject is multidisciplinary in that it draws on several related disciplines and interdisciplinary in that these areas are integrated into the framework of practical and applied study in several areas. The subject is controlled by the relationship between aims, outcomes, content and the organisation of the modules within the framework established by the HND Scheme. The team has organised the curriculum to allow the development of progressive intellectual challenge within sport performance and coaching.

During the development of sports courses, the staff team has pursued an increasing focus towards the applied study of sports performance and coaching. The modules designed for the HND Sports Performance and Coaching have been specifically designed to incorporate an academic and vocational element. All delivery will take place on the Telford College of Arts and Technology (TCAT) campus.

13   Intended learning outcomes and learning, teaching and assessment methods

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

By the end of the course students will be able to:-

Knowledge and understanding:	Examples of learning, teaching and assessment methods used:
• Use a coherent range of knowledge and skills required for future employment in their chosen industry and/or to facilitate progression onto degree programmes. • Gather, interpret and apply through intervention the key concepts of the study of sports performance and coaching in selected practical situations. • Utilise and critically evaluate the effectiveness of a multi-disciplinary and interdisciplinary approach to the study of sports performance and coaching. • Demonstrate a vocational understanding of the philosophical basis of scientific paradigms.	• Practical experience of coaching to underpin coaching theory occurs in many modules. • Intervention based approach used specifically in module HSPC1007. • Range of assessments methods across modules to include; presentations, essays, practical observation, reflective accounts, research proposal and training programmes. • Knowledge will link between modules to provide a holistic approach to Sports Performance and Coaching.
Cognitive and intellectual skills: • Demonstrate a critical awareness of the application of appropriate theory to selected contexts. • Identify and solve problems in sports performance and coaching through the utilisation of a wide range of learning approaches. • Develop the ability to critically interpret data and text. • Develop an independent approach to learning.	**Examples of learning, teaching and assessment methods used:** • A range of learning material will be used across modules, typically journals, ebooks and video feedback. • Modules HSPC 1004, 2001 address data collection and/ or presentation of data. • Other modules deal with theory, evidence and peer reviewed articles. Some assessments allow for group collaboration and as such develop group cohesion and team working/ communication skills.
Practical skills relevant to employment: • Develop the ability to plan and manage their learning and progression. • Develop interactive, group and problem solving skills. • Communicate and present information effectively in a variety of forms. • Apply numerical and ICT skills where appropriate.	**Examples of learning, teaching and assessment methods used:** • Time management skills are addressed through submission dates and learner responsibility for attendance and self directed study. • Contemporary ICT programmes will be utilised and experience gained of real life work situations (eg game analysis). • Assessment methods reflect opportunity to collect, communicate and present information in a variety of ways. • Scientific measurements will be undertaken (including; lactate samples, resting and active metabolic calculation and heart rate analysis).
Transferable/key skills: • Demonstrate competence in interactive and group skills.	**Examples of learning, teaching and assessment methods used:**

• Exercise communication and presentation skills, numeracy and ICT skills. • Plan and manage own development of learning. Use reflective practice to develop knowledge and skills for work-based learning	• Modules involve significant student interaction which includes reliance on discussion/ idea sharing, effective communication and group collaboration. • Presentation and communication skills are formatively and summatively assessed in most modules. • Students will be expected to conduct further research reading around module delivery in order to demonstrate knowledge and understanding. Self evaluation and reflective practice is integrated into coaching modules and peer observation and feedback is also used to supplement students own views.

14   Assessment Strategy

The course is in line with the Institute of Sport and Exercise Science (ISES) Strategy for Assessment where all learning outcomes are assessed through a maximum of two assessment items for any module. A range of formative and summative assessment modes are utilised by the course teaching team in order to provide feedback on student learning and ensure the development of a range of key discipline specific (e.g. laboratory) and more general transferable skills (e.g. communication & presentation, interactive, group and problem solving skills). The appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through validation, external examiner monitoring and minor modifications at the Institute Quality Committee (IQC). Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module.

The course is fully compliant with University of Worcester (UW) regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the UW Student Handbooks.

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the UW Student Handbooks.

The table below shows the full range of assessment items used within the subject, by module and also shows the relative weightings of each item.

Module code	Practical	Reports	End of module test/ Exam	Presentation	Essay	Research design task	Case Studies	Log book	Media	Portfolio	Practical Workb...	Project
HSPC1001			50%	50%								
HSPC1002		60%	40%									
HSPC1003	40%									60%		
HSPC1004		30%										70%
HSPC1005			50%								50%	
HSPC1006				40%					60%			
HSPC1007				40%	60%							
HSPC1008					50%		50%					
HSPC2001			**40%**			60%						
HSPC2002				30%			70%					
HSPC2003		25%										75%
HSPC2004					60%		40%					
HSPC2005				25%				75%				
HSPC2006		50%		50%								
HSPC2007		65%						35%				
HSPC2008		**60%**		40%								

Figures indicated are assessment weighting percentages.

15   Programme structures and requirements

The HND Sports Performance and Coaching has been designed with a foundation in the study of Sports Performance and Coaching at level 4. The mandatory modules at Level 4 introduce students to a broad base of relevant, underpinning academic and vocational aspects of Sports Performance and Coaching.
All students must take these mandatory level 4 modules to provide a basis for further study. This strategy together with differentiated teaching provides higher national diploma level foundation knowledge and understanding for all students regardless of entry qualifications. The students may choose to undertake additional coaching qualifications alongside the HND Sports Performance and Coaching if they wish.
Level 5 provides the opportunity for more vocational study and is characterised by the opportunity for students to gain valuable work experience within the sports performance and coaching industries.

- The course has a unit structure and consists of 16 core units. To gain the full HND students must complete and pass a total of 16 units.
- Assessment decisions are subject to a system of cross-institutional moderation and double marking.
- Examination Boards meet at the end of each year.

Table 1: HND Sports Performance and Coaching Award Map

LEVEL 4				
Module Code	**Module Title**	**Credits**	**Module Status**	**Prerequisites**
HSPC1001	Foundations of Sport (Psycho-Social)	15	Mandatory	None
HSPC1002	Foundations of Sport (Physiology)	15	Mandatory	None
HSPC1003	Introduction to the Principles of Sports Coaching	15	Mandatory	None
HSPC1004	Training for Sport	15	Mandatory	None
HSPC1005	Foundations of Sport (Practical Kinesiology)	15	Mandatory	None
HSPC1006	Introduction to Motor Learning & Skill Acquisition	15	Mandatory	None
HSPC1007	Physical Activity, Exercise & Health	15	Mandatory	None
HSPC1008	Partnerships & Sports Coaching Placements	15	Mandatory	None

In cases where a student fails a Level 4 module and is required to retake the module (with attendance), one of the following 3 courses of action shall apply:

1. Where possible the student will re-take the module with attendance, alongside their Level 5 modules.
   OR
2. Where there is a timetable clash the student will be offered (subject to availability) the opportunity to attend a comparable module at Level 4. Attendance will be monitored by the module leader. However the student will register for the failed HND module and complete the assessment for that module. The HND module leader of the failed module will mark the work and enter the grade at the Exam Board. The module tutor will confirm that the student has met the attendance requirement
   OR
3. The student may choose to return the following year to attend the HND module and complete the assessment

In cases where a student fails 2 Level 4 modules and is required to retake the modules (with attendance), please note the following 3 possible courses of action:

1. Where possible the student will re-take ONE module with attendance, alongside their second year studies

2. Where there is a timetable clash the student will be offered (subject to availability) the opportunity to attend a comparable module at Level 4. Attendance will be monitored by the module leader. However the student will register for the failed HND module and complete the assessment for that

module. The HND module leader of the failed module will mark the work and enter the grade at the Exam Board. The tutor will confirm that the student has met the attendance requirement.

3. **The student may not retake 2 modules (with attendance) in the same academic year,** so will have to extend their studies by a semester in order to complete the additional failed module.

LEVEL 5				
Module Code	**Module Title**	**Credits**	**Module Status**	**Prerequisites**
HSPC2001	Research Methods	15	Mandatory	None
HSPC2002	Scientific Approaches to Sports Coaching	15	Mandatory	None
HSPC2003	Sports Nutrition	15	Mandatory	None
HSPC2004	Health Based Exercise Testing & Prescription	15	Mandatory	None
HSPC2005	Invasion Sports	15	Mandatory	None
HSPC2006	Sport Event Project Management	15	Mandatory	None
HSPC2007	Effective Coaching	15	Mandatory	None
HSPC2008	Sports Performance Analysis	15	Mandatory	None

Level 4

All 8 modules in the Foundation Year establish a baseline for further study in Level 5. Each module is concerned with clarifying terminology and concepts, and establishing a technical framework for a coherent and comprehensive study of sport. It is the aim throughout the HND to look at sport from a multi-disciplinary perspective, and so each module attempts to integrate theory and practice using the experience gained from sports.

Level 5

The mandatory modules at level 4 introduce students to a broad base of relevant, underpinning academic and vocational topics. Progression onto level 5 relies on the successful completion of all level 4 modules. The Sport Performance and Coaching subject area sets out the regulations in Table 1 above, which shows the number of modules required for an HND in Sports Performance and Coaching.

16 QAA and professional academic standards and quality

Benchmark Statements
The subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject. The course is embraced within Unit 25, Hospitality, Leisure, Sport and Tourism. (see appendix for mapping matrix of modules against benchmark statements).

The Framework for HE Qualifications (FHEQ)
This award is located at Level 5 of the FHEQ

QAA Code of Practice for Placement Learning
The Institute has responded to the QAA Code of Practice by the development of two separate Placement Guides; one for students and one for employers. This responds to each of the precepts in the code.

Other QAA Codes of Practice
This course proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities. Full copies of the above documents can be found by visiting the AQU website.

17   Support for students
"The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee."

The Disability and Dyslexia Service within Student Services at UW provides specialist support on a one to one basis "

The following guidance and support structure is in place for students participating in this HND course:
- **HND Sports Performance and Coaching** students experience a wide variety of teaching and learning e.g. lectures, seminar, group work, practical activities and the use of e-learning.
- Support provided for assessments in the form of subject group tutorials and one to ones.
- Extra workshops to develop referencing and study skills
- Induction course at Telford College of Arts and Technology, which involves a visit to the University of Worcester (summer school available at UW for mature, direct entry students and late entry clearing).
- Student Handbook (published on an annual basis).
- All students will have a personal tutor who guides the process of Personal Development Planning (PDP) and offers general support and one-to-one support.
- Library induction and information skills packages.
- Study skills provided within the subject and IT skills embedded within modules.
- Students who are at risk – profile of students grades are kept at Telford College of Arts and Technology and the course manager identifies those students who may be at risk of failing. Course manager will keep in close contact with link tutor at UW. Students will be offered one to one support at both institutions to try and get back on track.
- Opportunities to study abroad (optional) – Year 2; Semester 2)
- Students supported by Information learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- Designated Tutor who monitors individual student progress.

Information and Learning Services (ILS) at UW
Information and Learning Services (ILS) supports students and staff and provides books, journals, online resources, IT, print services and study spaces. Students automatically become members of the library on registering, and normally receive an ID/library card. Further information about ILS can be found at: http://www.worc.ac.uk/ils/. Information about the Hive is available at http://www.thehiveworcester.org.

Support and advice for students and staff
Academic Liaison Librarians provide both formal teaching sessions and one-to-one appointments on information and research skills, which enable students to search for, retrieve, organise and evaluate information effectively and ethically. Librarians also provide advice on the selection of resources, and

provide a range of services and tools to keep students and staff up to date and aware of how to search effectively.

Books, teaching resources and journals

The Hive, situated next to City Campus, has an extensive collection of books relating to sport & exercise science and a range of print journals on Level 4. However, many of our journals are accessible solely or additionally online (through the library catalogue or Summon) making them more accessible to students who are not on campus or in the library building.

Online resources

Full access to all online resources is available by logging on to the student portal, then clicking on to the library link. From this page the full range of online resources is available:

- **Summon**, the library search tool, covers approximately 97% of all online library resources, including e-journal articles, e-books and the library catalogue as well as many other types of resource.
- **Libguides** provide a good starting point for subject-specific library resources, referencing and literature searching as well as recommended websites and resource advice.
- **Library catalogue** provides users with access to the library's hardcopy and e-book holdings as well as library account facilities including renewal or reservation of items.

ICT Services

ICT technicians are available to help and advise students and staff on matters relating to ICT or equipment hire. Photocopying, laminating and binding services are also provided by ILS. Library and social learning spaces at St John's, Riverside and City Campuses provide access to a large number of PCs, with many more across the University. Wireless internet connectivity is available across campus, with many laptop-enabled spaces. All machines have access to the Internet, Microsoft Office and networked printing facilities. All students are given a University of Worcester network account providing them with access to University PCs and a range of online facilities including a University email account, the library's subscription databases and online resources, and the virtual learning environment (Blackboard).

18 Admissions policy, criteria and procedures

Admissions Policy for the course

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation and assisting students to achieve their potential.

 Entry requirements

The normal minimum entry requirement for HND courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

Mature Students

UW values diversity in its student body and applications from mature students are very welcome. If you fulfil the standard entry requirements as detailed above, please apply through UCAS. Students with few or no formal qualifications should contact the Registry Admissions Office (01905 855111) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).
Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Higher National Diploma (HND) Progression Criteria

On successful completion of this course it is possible to progress directly to level 6 (Year 3) of the BSc (Hons) in Sports Coaching Science. Progression will be conditional on achievement of:

5 merits or distinctions across the two years of the HND

Evidence of a strong commitment to academic study

A complete set of course work submitted over the two-year period

Students will be required to give the name of a course tutor who can supply a supporting reference (this could be the Course Leader, Link Tutor or another tutor teaching on the Course, but please note, this cannot be the Collaborative Programmes Co-ordinator)

It may also be possible to progress onto level 5 (Year 2) of other undergraduate courses within the Institute of Sport and Exercise Science at the University of Worcester.

All students will be required to attend an interview. This is in keeping with our commitment to interview all prospective students applying for a place on an undergraduate degree programme. The purpose of the interview is to ensure each student is applying for the right programme of study and is clear about the content and structure of the course as well as Institute expectations.

19 Methods for evaluating and improving the quality and standards of teaching and learning
All grades will be processed through the Institute HND Board of Examiners. All active teaching staff will be required to attend, present grades and resubmission details. Each module is fully compliant with the UW Assessment Policy. Semesterly course committees will be constituted by all active teaching team and 2 Course Representatives (StARs) from each year.

The Course Leader will submit the course handbook and an annual evaluation report to the Institute of Sport & Exercise Science

UW External Examiner and post Exam Board moderation systems will apply to this course.

The Course Team will seek feedback from students each time a module is run. The feedback, and module team response will be included in the quality management file for that module, thus enabling scrutiny by the Institute of Sport & Exercise Science and any subsequent amendments/major actions should be reported to the Institute Quality Committee (IQC) and included in the Annual Evaluation Report

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.

- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
HNC	120 credits at Level 4 or higher as specified on the award map.
HND	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

21 Indicators of quality and standards

TCAT follow the quality management and enhancement mechanisms adopted by the Institute of Sport and Exercise Science:
Internal Annual Course Evaluation Reports
Annual External Examiners reports – Excellent EE reports given
Good retention
QAA institutional Audit
Student progression on to top up degrees in Universities
Periodic Review
Investors in People
National Student Survey results

22 Employability and graduate destinations

The career opportunities in sport are large and eclectic and are forecast to rapidly increase.
Sport-related employment in England alone stood at 434,000 jobs in 2005, an increase of 68,500 jobs (19%) since 2000 whilst sport related economic activity increased from £10.37 billion in 2000 to £15.47 in 2005; an increase of almost 50%. In 2005 sport-related employment in England accounted for 1.8% of all employment in the country, greater than the combined employment of the radio, TV and publishing sectors. The majority of sport-related jobs (76%) are in the commercial sector, with 12% in the voluntary sector and 12% in the public sector.

At a regional level, 87,000 people are employed in sports related activities. 605,000, people participate regularly in sport in organised clubs and are supported by 25,000 volunteers. Sport produces £3 billion a year turnover and £593 million in household incomes each year with sporting events attracting 600,000

visitors generating £19 million for the region. There are around 4,000 businesses in the sports sector in the West Midlands employing around 60,000.

Coaching is one of a number of sport related front line jobs in which opportunities are increasing in fields such as performance, development and recreational sport. The impact of London hosting the Olympics in 2012 has created momentum in relation to creating a sporting legacy. As a result of the Sports Cabinet backing of the UK Coaching Framework a case for the investment in the UK Coaching System has been made up to 2016. The UK Coaching Framework will deliver an additional 40 million coaching hours annually and 40,000 full time coach equivalents. Considerable funding has already been granted to fund 3,000 Community Coaches, 45 Coach Development Officers and to support the development and implementation of the UK Coaching Certificate within 31 sports.

[1] The figures are based on Sport England (2008) "Sport Market Forecasts 2007-2001"
[1] These are a reflection of recent figures available from Sport England

Progression opportunities are available for students to progress onto the BSc Sport Coaching Science, BSc Sports Studies, BSc Sport and Exercise Science and BSc Physical Education (non QTS) at UW. With necessary school curriculum, experience, teaching and knowledge gained from work placements, students may also have the opportunity to progress onto the PGCE Physical Education at the University of Worcester.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook.