Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

|  |  |
| --- | --- |
| Programme/award title(s) | Foundation Degree in Sports Coaching and Performance Analysis |
| Teaching Institution | Belfast Metropolitan College |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | 7th March 2023 |
| Date of latest OU (re)validation | N/A |
| Next revalidation | 7th March 2028 |
| Credit points for the award | 240 points |
| UCAS Code |  |
| HECoS Code |  |
| LDCS Code (FE Colleges) |  |
| Programme start date and cycle of starts if appropriate. | September 2024 |
| Underpinning QAA subject benchmark(s) | QAA Undergraduate Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism. (2019) |
| Other external and internal reference points used to inform programme outcomes.  For apprenticeships, the standard or framework against which it will be delivered. |  |
| Professional/statutory recognition |  |
| For apprenticeships fully or partially integrated Assessment. |  |
| Mode(s) of Study (PT, FT, DL,  Mix of DL & Face-to-Face)  Apprenticeship | Full time - Face to Face |
| Duration of the programme for each mode of study | Full-time - 2 years |
| Dual accreditation (if applicable) |  |
| Date of production/revision of this specification |  |

|  |
| --- |
| 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 student module guide(s) and the students handbook.  The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education. |
| 2.1 Educational aims and objectives |
| |  | | --- | | The proposed rationale of the programme is to:  The Foundation Degree in Sports Coaching and Performance Analysis is designed to produce graduates, that can progress to specialisms in the sports coaching and performance analysis industry. Currently level 4 to level 6 Higher National Certificates / Diplomas, Foundation Degrees and Degrees in Sport / Sports Coaching do not place enough emphasis on performance analysis within sport. It is imperative the modern sports coach has extensive knowledge and understanding of modern performance analysis systems and data to ensure that appropriate coaching interventions are applied to sports performers. The aim of this programme is to develop sports coaches who can apply the findings of performance analysis and also develop performance analysts who can communicate with sports coaches effectively to ensure coaching interventions are applied appropriately.  It is also expected that students will be prepared theoretically and practically for articulation onto appropriate degree level courses. It combines core sports coaching and performance analysis skills and technologies focussing on sports related content ranging from elite professional players to voluntary and junior events. It will allow students interested in careers in sports coaching and performance analysis to specialise in a unique area of interest. |   Target Audience:  The target audience is learners who have recently completed, A-Level’s or equivalent in relevant subjects e.g. Sport, Sport and Exercise Science & Physical Education.  The learners should have a specific interest in developing a career in sports coaching and / or performance analysis however the skills would be transferrable to other areas of the sports industry e.g. PE teaching and Sport and Exercise Science.   |  | | --- | | Structure:   * The FD in Sports Coaching and Performance Analysis will be structured in a way that supports the transfer of academic knowledge and understanding and that this integrates with and supports the development of, vocational skills and competencies, whilst ensuring academic rigour. * The structure of the Programme will take account of external reference points such as Frameworks for Higher Educational Qualifications. * The programme will ensure that Work Based Learning (WBL) is relevant and contextualised within the scope of the industries needed to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium sized enterprises and self employment.      * WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. WBL will be supported and encouraged throughout the course, with a core focus on sports coaching and performance analysis related projects. The WBL activities should lead to the identification and achievement of defined and related learning outcomes for the learner. * The structure of the FD in Sports Coaching and Performance Analysis will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. * The learners will take part in extracurricular coaching and performance analysis opportunities, giving them real work experience of the industry. Students will be encouraged to submit their final projects to external stakeholders and employers. This will develop the learner's communication and teamworking skills as well as giving them a feel for the competitive nature of the sports coaching and performance analysis industry. | | |  | | --- | | Context  Sports Coaching and Performance Analysis sits within a market that is growing at a significant rate in the UK. The Office for National Statistics show an increase in the number of sports coaches in the UK increased from 70,400 in Q4 2021 to 89,000 in Q2 2023. (see below accessed from statistica website, 18/01/2024)    Unfortunately, no statistics are available on the number of performance analysis jobs currently in the UK within amateur and professional sports. However, Sports Performance Analysis is an area experiencing massive growth and PWC predict a 6.5% growth in the sports industry over the next 3-5 years.  The sports industry contributes more than £39billion to the UK economy. The UK also ranks first in Europe for the number of sports tech start up businesses. (great.gov.uk) Virtually every professional club and elite athlete employ or work with performance analysts who provide them with objective data to ultimately improve sporting performance. Roles typically include preparing statistical reports, preparing specific videos i.e. set pieces, coding matches via performance analysis software, identifying differences between teams/players via statistical analysis.  However, there are Currently there are only 9 undergraduate courses in the UK that specialise in performance analysis which will make up 50% of the proposed FD. ([UCAS website](https://digital.ucas.com/coursedisplay/results/providers?searchTerm=performance%20analysis&studyYear=2024&destination=Undergraduate&postcodeDistanceSystem=imperial&pageNumber=1&sort=ProviderAtoZ&clearingPreference=None) accessed 12/01/24). The Foundation Degree in Sports Coaching and Performance Analysis seeks to equip learners for future study but also address the skills gap and leave learners with work ready skills that address the extent and future needs of employers. | |   The predominant aim of the Foundation Degree in Sports Coaching and Performance Analysis is to furnish a coherent yet flexible undergraduate programme of study which will immerse and engage learners in an academically challenging and stimulating educational experience and produce dynamic graduates who are intellectually competent and vocationally prepared to build and develop professional careers in the Sports Coaching and Performance Analysis industry.  The emphasis is on equipping learners with the ability, skills and knowledge to successfully expand their creativity and develop careers in the Sports Coaching and Performance Analysis industry. The FD programme is regarded as a natural progression route for students completing the Level 3 provision in Sporting Excellence & Performance and Sport and Exercise Science. In addition, the Centre for Sport at Belfast Met recruits upwards of 80 students from A levels and other BTECs into their Higher Education courses.  The Foundation Degree course will focus on developing knowledge of the field (content) while giving the learners the opportunities to apply their learning in practical contexts (experience) while enhancing their learning through problem solving approaches (challenging and authentic tasks). The learning approaches will consider the diverse backgrounds of learners, nurturing them through Level 4 and 5 while developing them into independent learners and critical divergent thinkers ready for employment or post graduate study (through an inclusive learning environment and activities linked to the overall student experience).  The Foundation Degree programme looks to support the vision of Belfast Met learners by challenging current processes and practices and exploring new concepts. Our learners must be encouraged to adopt a critical approach and challenge conventional thinking about the Sports Coaching and Performance Analysis industry. The college has invested heavily in sports coaching, sports science and performance analysis technologies with a sports science suite on the Millfield campus, am S&C suite at the TQ campus and portable technologies used within our existing sports academies. The aim of the Foundation Degree is to set up and use the technology, while also identifying industry needs in this sector. This is embedded within the overall context of the programme to reflect the ongoing developments. Learners will be encouraged to apply creative thinking, solve problems, address solutions and apply strategies to identify issues. The awareness and focus of emerging technology issues have increased in the Sports Coaching and Performance Analysis industry.  The teaching and learning strategies have been formulated based on professional experience and practice. Teaching and learning are conducted through tutor led lectures and workshops, learner led workshops, seminars, practical sessions (the sports science suite, movement analysis in the TQ S&C suite, video and GPS analysis for football and rugby academies), independent research and study, set individual and teamwork tasks, discussions and debates, individual and team presentations and showcases, invited industry and external speakers/stakeholders. Assessment is through a variety of assignment strategies (in various forms such as written, oral, video, observation and podcasts) and research projects with end products and results. Transferable skills gained include presentation, research and communication and a deeper academic understanding of the requirements of the sports coaching and performance analysis industry. Learning will be facilitated in a range of ways such as:   * Interaction with experienced and accomplished lecturers who will contextualise learning relevant to the Sports Coaching and Performance Analysis industry. * Experiential industry visits. * Interaction with a range of external speakers. * Working alone as a self motivated and independent learner to accomplish learning tasks and assignments. * Working as a team member to achieve a range of learning tasks and assignments. * Work based learning within the Belfast Met Sports Academies and other external stakeholders and employers.   Learners will have to demonstrate and apply their knowledge and understanding to a range of learning outcomes specific to each learning module providing transferable skills needed for lifelong learning. The learning modules aggregate to fulfil the programme learning outcomes. Learners will be able to graduate from the programme upon the achievement of these outcomes.  Aims  The programme aims have been developed with the learner in mind and that upon completion of the Foundation Degree in Sports Coaching and Performance Analysis the learner will be able to:   * Demonstrate knowledge and understanding of a range of topics in practice and management related to the Sports Coaching and Performance Analysis industry. * Appreciate the importance of both theory and practice for effective results. * Develop critical thinking in practical and technical skills to encourage creativity and innovation. * Develop research techniques, academic writing and thinking skills. * Stimulate the development of students’ technical and industry skills and apply this to broader business activities and the role of the entrepreneur. * Apply research methods including design, methodical data collection, analysis and critical interpretation of data collected and use of proper technologies and techniques specific to Sports Coaching and Performance Analysis practices and present in a more constructive and influential manner. * Partake in work-based learning activities internally within the college Sports Academies and with external stakeholders. * Evidence the development of practical and professional work related leadership skills, including the need to meet ethical issues, health and safety requirements, relevant legislation and professional codes of conduct. * Demonstrate a range of transferable, employability and lifelong learning skills, including the use of self reflection, self appraisal and independent approaches to learning as reflective practice for continuous professional development and career progression. * Effectively use a range of communication skills for different purposes, including the effective use of ICT. * Build confidence in learners presenting and professionally discussing work. * Utilise enhanced employability skills in developing a career in Sports Coaching and Performance Analysis and other related skill areas.   Governmental call for digital skills to be embedded in education.  The Government released a Policy Paper (01.03.21) ‘Digital skills and inclusion – giving everyone access to the digital skills they need’. The paper stated that Individuals, businesses, government and other organisations must take steps now to ensure that we have the skilled and capable workforce needed in an increasingly digital world. As our modern industrial strategy sets out, a lack of digital skills is not only a barrier to people fulfilling their potential, but also a barrier to a more productive economy.  There has been increasing traction on asking educators to purposefully embed digital skills in education as although young people are often thought of as ‘digital natives’, according to a recent Capgemini study, almost half of senior decision makers do not believe young people know how to use digital skills for work.  The Work Based Learning element.  The programme will ensure that the Work Based Learning module is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.  WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner. It is expected that the student will be responsible in securing a work placement in year 2 of the programme. In the event that the student has difficulties in securing a work placement the course team will assist in securing a work placement for the student.  The student’s work-based learning process will include:   * Establishing a work placement opportunity with an appropriate employer within the industry. * Prepare an application pack prior to placement with the employer. * Planning and organising with the college and the employer appropriate work tasks and complete the required logbook during the placement. * Regular meetings with the course tutor to discuss the work placement.   The structure of the FD in Sports Coaching and Performance Analysis will have at its core, an integrated approach to demonstration of characteristics that include employer involvement, accessibility, articulation and progression, flexibility and partnerships with industry. |

|  |
| --- |
| 2.2 Relationship to other programmes and awards  (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction) |
| Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We offer a broad range of innovative high quality, economically relevant provision. Our modern, award winning estate spans the length and breadth of the city of Belfast. Our Vision is to be a world class college that nurtures the talent and ambition of the City of Belfast and beyond.  Our mission is to make a fundamental impact on the economic and social success of the City of Belfast and beyond by equipping it people, employers and communities with the education and skills for work. Belfast Met has a diverse range of Higher Education (HE) programmes and is committed to excellence in this area in its curriculum strategy. The HE provisions at the Belfast Met is at credit Level 4 i.e., Higher National Certificate (HNC), Level 5 Higher National Diploma (HND) and Foundation Degree level. Belfast Met also offers BSc (Hons) and full Honours Degree programmes. These partner programmes are with our prestigious partner Universities like the Open University. Higher Education at Belfast Met is aligned to the Framework for Higher Education Qualifications (FHEQ) of the Quality Assurance Agency (QAA). This Framework is an integral part of quality assurance in HE. Belfast Met uses this framework in its planning, delivery and monitoring of all its HE programmes.  The Foundation Degree seeks to develop a range of intellectual, cognitive, practical and transferable skills. These are introduced across the programme and are developed both between and across each level. The programme has been designed in a way to provide learners with the opportunity to enhance their knowledge and skills at each level and within modules taught at each level. The programme and module design are based on, research against similar programmes, benchmarking, the input of industry representatives and the views of students and alumni.  At level 4 learners will undertake six compulsory modules at 20 credits each:   * Functional Anatomy and Physiology * Skill Acquisition for Coaching * Fitness Testing * Movement Analysis * Practical Conditioning * Academic Study and Employability Skills   At level 5 learners will undertake five compulsory modules, 1 at 40 credits, 4 at 20 credits:   * Applied Performance Analysis * Strength and Conditioning * Data Visualisation in Coaching and Performance Analysis * Principles of Sports Coaching * Work based learning   Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).  The programme will prepare learners to work in sports coaching and performance analysis industries covering a wide range of jobs. They could also progress on to Degree programmes such as:  BSc (Hon) Sport Conditioning and Performance Analysis University of Cumbria  There could be opportunities for you to apply to the final year of degree programmes in other parts of the UK. The College has a Progression Agreement with the Open University and there could be opportunities for students to apply to the final year of the BA/BSc (Hons) Open Degree. |

|  |
| --- |
| 2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award. |
| The work-based learning element.  The programme will ensure that the Work based learning (WBL) is relevant and contextualised within the scope of the employer need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.  WBL will be supported to enable learners to secure a work placement and to ensure the student can take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.  The structure of the FD in Sports Coaching and Performance Analysis will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry. WBL learning is incorporated into each unit on the course as the students will be learning the creative and technical skills required to work in the Sports Coaching and Performance Analysis sectors.  The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation> |

|  |
| --- |
| 2.4 List of all exit awards |
| Certificate in Higher Education (Cert HE) in Sports Coaching and Performance Analysis upon successful completion of 120 credits at Level 4.  Foundation Degree (FD) in Sports Coaching and Performance Analysis upon successful completion of 240 credits at Level 5. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. Programme structure and learning outcomes  (The structure for any part-time delivery should be presented separately in this section.) | | | | | |
| Programme Structure - LEVEL 4 | | | | | |
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Year/Semester runs in |
| Functional Anatomy and Physiology | 20 |  |  | Yes | Year 1 / Sem 1 |
| Skill Acquisition for Coaching | 20 |  |  | Yes | Year 1 / Sem 1 |
| Fitness Testing | 20 |  |  | Yes | Year 1 / Sem 1 |
| Movement Analysis | 20 |  |  | Yes | Year 1 / Sem 2 |
| Practical Conditioning | 20 |  |  | Yes | Year 1 / Sem 2 |
| Academic Study and Employability Skills | 20 |  |  | Yes | Year 1 / Sem 2 |

Intended learning outcomes at Level 4 are listed below:

| Learning Outcomes – LEVEL 4 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1 Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the Sports Coaching and Performance Analysis industry.  A2 Understand and explain the impact of new developments on the Sports Coaching and Performance Analysis industry.  A3 Demonstrate knowledge of planning and implementation processes within Sports Coaching and Performance Analysis projects. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical observation and project reports. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| B1 Apply some theories, principles and concepts to situations within the Sports Coaching and Performance Analysis industry.  B2 Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research. | Learning and Teaching Methods:  Learners are challenged to develop their cognitive skills by developing arguments, strategies and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings.    Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.    Students will be presented with briefs (both live and simulated) that utilises Project Based Learning, a student centred pedagogy.    At Level 4, students will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.    Assessment Methods:  Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.    The assessment focuses on the coursework submissions, end of semester presentations, essays and project reports. Some of these skills are assessed in formal presentations.    Assessment strategies offer students clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1 Undertake practical activities using technical skills and procedures whilst working as a team member or project leader. C2 Demonstrate practical/professional skills with due regard for procedures, concepts and safe working practices.  C3 Undertake independent research and effectively communicate findings.  C4 Design, plan and produce content in a variety of Sports Coaching and Performance Analysis industry contexts. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, presentations, practical examination/observation and project reports. * Application of hardware and software in an industry context. * Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends. * Use of project based activities and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1 Develop effective written and oral communication and numerical skills including the application of IT.  D2 Develop the ability to self appraise and reflect on practice in order to improve future performance.  D3 Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork. | Learning and Teaching Methods:  Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications, presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.    Workshops with lecturing staff and visiting professionals will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms.    Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through regular mentoring sessions with the unit lecturer. Discussion and critiques will support the development of problem resolution at a higher intellectual level.    Assessment Methods:  Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.    The testing of learner knowledge is principally through coursework assignments, reports, practical tasks and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations.    Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment. |

Exit Award: Certificate in Higher Education in Sports Coaching and Performance Analysis. (Cert HE)

| Programme Structure - LEVEL 5 | | | | | |
| --- | --- | --- | --- | --- | --- |
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Year/Semester runs in |
| Applied Performance Analysis | 20 |  |  | Yes | Year 2 / Sem 1 |
| Strength and Conditioning | 20 |  |  | Yes | Year 2 / Sem 2 |
| Data Visualisation in Coaching and Performance Analysis | 20 |  |  | Yes | Year 2 / Sem 2 |
| Principles of Sports Coaching | 20 |  |  | Yes | Year 2 / Sem 1 |
| Work Based Learning | 40 |  |  | No | Linear |

Intended learning outcomes at Level 5 are listed below:

| Learning Outcomes – LEVEL 5 | |
| --- | --- |
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| A1 Evaluate theories, concepts and principles within the Sports Coaching and Performance Analysis industry.  A2 Be able to apply the processes and procedures for effective planning, operation and management within a Sports Coaching and Performance Analysis project.  A3 Demonstrate detailed knowledge of Sports Coaching and Performance Analysis production.  A4 Develop personal performance in a range of technical and managerial skills and integrate knowledge, skills and practices required for careers in the Sports Coaching and Performance Analysis industry. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports. |

| 3B. Cognitive skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| B1 Exercise critical thinking in the analysis of a range of appropriate theories, principles and concepts to situations within the Sports Coaching and Performance Analysis industry.  B2 Develop the ability to provide reasoned analysis of current practices in the sector in order to initiate improvement.  B3 Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.  B4 Develop the ability to critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed. | Learning and Teaching Methods:  These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities.  As with Level 4, students will be presented with briefs however, at Level 5, project based learning will move to more complex industry defined problems, forcing the students to develop their critical thinking, creativity and communication skills.  At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes.  Assessment Methods:  The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products.  Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment.  Where students solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback. |

| 3C. Practical and professional skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1 Plan, design and execute practical activities using techniques and procedures appropriate to the Sports Coaching and Performance Analysis industry. C2 Demonstrate practical/professional skills within a team setting - adapting and developing new skills and procedures for new situations whilst developing the product.  C3 Plan, design and create products using appropriate equipment/technology.  C4 Employ creative techniques to business related problems. | * Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning and use of the College’s Virtual Learning Environment. * Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports. * Site visits to organisation and companies to reflect on industry standards, procedures, best practice and current trends. * Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations. |

| 3D. Key/transferable skills | |
| --- | --- |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1 Critique key problem areas and choose appropriate tools and methods, numeracy and literacy skills, data and information for their resolution.  D2 Work effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.  D3 Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.  D4 Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement. | Learning and Teaching Methods:  Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning.  Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6 and industry.  Work Based Learning at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment.  Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this.  Assessment Methods:  Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Reflective Journals, audio visual evidence and completed products, peer and supervisory review/evaluation. |

|  |
| --- |
| 4. Distinctive features of the programme structure   * Where applicable, this section provides details on distinctive features such as: * where in the structure above a professional/placement year fits in and how it may affect progression * any restrictions regarding the availability of elective modules * where in the programme structure students must make a choice of pathway/route * Additional considerations for apprenticeships: * how the delivery of the academic award fits in with the wider apprenticeship * the integration of the ‘on the job’ and ‘off the job’ training * how the academic award fits within the assessment of the apprenticeship |
| This programme will facilitate the opportunity for successful progression from a variety of Level 3 programmes: Sporting Excellence & Performance and Sport and Exercise Science, A levels and other BTECs to the Foundation Degree in Sports Coaching and Performance Analysis. The FD Programme is subject to prominent levels of employer engagement in areas such as curriculum and module design. Employer engagement will be encouraged throughout the programme in curriculum development, evaluation and self sourced placements on an ongoing basis. The course programme is designed to provide a high quality academic experience for students and enables student achievement and reliable assessment.  This programme of study will also offer clear routes that facilitate opportunities for successful progression from relevant A-Level qualifications such as Sports Studies and PE.  Learners will engage and develop skills for personal and professional development. This is embedded throughout the programme modules and the Work Based Learning module (WBL) in year 2.  Personal development planning is embedded into tutorials and lessons, whereby learners will engage in activities to allow them to complete their course and progress into employment or level 6 education. This includes career planning, job searching, applications and interview techniques.  Access to a strong teaching team with a range of industry experience, academic and professional qualifications supporting high quality teaching and learning. Continuing professional development of staff responsible for learning and teaching is paramount to the ongoing progression of students. The College is committed to continuous staff training through staff contracts, the lecturers into industry initiative, training needs and staff development seminars. The College’s online learning platform is used extensively to deliver and support learning.  Learners will have the opportunity to engage in research in areas of their choice. The added value of such an approach is to ensure the relevance of the programme requirements to the sports industry. Side by side with the academic development of learners, the programme looks to develop the learner’s key skills profile. The importance of such personal, transferable skills in graduates is widely recognised.  The students will have the ability to work alongside coaches in the Belfast Met Sports Academy in year 1. This experience projects will ensure our students will have the relevant sector skills to work independently on WBL in year 2. Workshops and industry talks with small, medium and large media organisations will be conducted throughout the academic year. This will give students the ability to learn about the industry and network with local professionals. Industry experiences and placements will also be offered to students when available.  Students will be required to seek appropriate WBL placements with employers. However, should students wish they can be placed on WBL within the Belfast Met Sports Academy. |

|  |
| --- |
| 5. Support for students and their learning.  (For apprenticeships this should include details of how student learning is supported in the work place) |
| The department for Learner Success sits alongside the five curriculum schools and the department for Curriculum Operations and Planning Services (COPS) as part of remit of the Director of Curriculum.    The Department’s primary role is to enable learners to succeed at Belfast Metropolitan College. This is done by providing effective operational and support services via our Student Services teams and our Student Support teams.    The Student Services function is made up of the Admissions, Examinations Services and Library and Information Services teams.    The Student Support function is made up of the Careers and Employability, Inclusive Learning, Student Funding, Students’ Union and Student Wellbeing teams.  As well as supporting our students, the Department also provides related support to staff throughout the College.      The College offers a wide range of student support services. These include:    · The Careers and Employability service.  · The Inclusive Learning service.  · The Student Finance Service.  · Students’ Union.  · The Faith Room.  · Centre for Student Wellbeing.  · Safeguarding Services; and  · Administration Services.      Further details can be accessed through the [College website](https://www.belfastmet.ac.uk/life-at-the-met/students-support/careers-and-employability/) and the College Student Activities and Advice section on Canvas (VLE).    College Student Activities and Advice notifications are also displayed at Campus reception and in the Student Union in every campus.    As part of a NI College Approach, BMC has invested and rolled out EBS as a data and performance dashboard; this is a software tool which consolidates relevant data from multiple sources into a single application and presents data through graphics and dashboards. The system is now firmly embedded to ensure the availability of data right down to team level to aid quality improvement, to improve data and its reporting across the College and underpin the performance review process. Live student attendance reports are available to be able to identify students at risk and trigger support interventions as well as course retention, achievement and success rates.    These approaches to evaluate performance, support and monitor learners have substantially contributed to the sustained year on year sustainability in college’s student success rates.    The College has a Work Based Learning pack to support students on placements (where applicable). The Work based Project will be college and employer driven and provide the student with the opportunity to apply the knowledge and skills acquired during year one of the programme to undertake a project. Guidance to employers, students and assessors regarding appropriate roles and responsibilities is provided along with documentation templates for the monitoring/assessment process. In cases where a student is an employee of the company, the module may be completed in the student’s workplace or part of it may be designed to include components of their current working activities. The College will follow the Quality Code guidance:  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>  This is course/module specific.  The College will ensure employer involvement in the monitoring of progress by following the Quality Code, Advice and Guidance Theme ‘Monitoring and Evaluation’  <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation> |

|  |
| --- |
| 6. Criteria for admission  (For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.) |
| Students who wish to gain admission at first year of the Foundation Degree.  Applicants must have reached the age of 18 years on admission.    GCSE English & Maths Grade C or equivalent.    88 tariff points has been set for this programme of study and is reflective of the number of tariff points required for similar Level 5 programmes across the 6 colleges within the FE Sector in Northern Ireland.  Applicants who do not hold any formal Level 3/4 qualifications but hold significant relevant Industrial experience may gain admission through experiential learning and should request the College APEL procedure.  Students may gain admission through Recognised Prior Learning.  RPL is the process by which the College can identify, assess and certify an applicant’s past educational and vocational achievements. Applicants wishing to be considered for RPL for a particular program for the purpose of admission or credit must bring this to the attention of the course director at the application and interview stage. Applicants wishing to be considered for direct entry into a level above four or five would normally only be credited a maximum of 240 credits.  International Students  An international student is defined as a student who requires a Tier 4 (student) visa to study in the UK. Such applicants may or may not be living overseas at the time of making their course application. International applicants should apply via the usual route for full-time undergraduates, All International students must meet the College general entry requirements and academic qualifications requirements of the course. In addition, international students must have the required level of English Language IELTS academic 6.0.  All international qualifications will be checked for academic comparability using the online UKNaric qualifications database. The Admissions team has access to UKNaric training materials and guidance on the evaluation and verification of international qualifications. |

|  |
| --- |
| 7. Language of study |
| English only |

|  |
| --- |
| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Not Applicable |

|  |
| --- |
| 9. For apprenticeships in England End Point Assessment (EPA).  (Summary of the approved assessment plan and how the academic award fits within this and the EPA) |
| Not Applicable |

|  |
| --- |
| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| The Programme is managed and operated in accordance with College and Open University regulations and procedures. This will include representation and input from employers who will contribute to curriculum development and review. Reports will be made to the College’s Quality Department (and the Awarding Body) which will take appropriate action, including reviews and audits to continually enhance the programme.  College standard mechanisms for review and evaluation of teaching, learning and assessment of the curriculum and outcome standards include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Annual Programme Review. * External Examiners visits. * College internal quality assurance arrangements including internal auditing of programme management. * External quality assurance arrangements. * Staff Appraisal; and * Staff development including scholarly activity.   The committees with responsibility for monitoring, evaluating and improving quality include:   * Internally   + The Centre for Curriculum Quality Assurance and Performance Development.   + HE Coordinators Forum.   + HE Quality Forum.   + Monthly Performance review Process; and   + Management through the Appraisal Process. * Externally   + External Examiners; and   + The Quality Assurance Agency.   Mechanisms for gaining student feedback on the quality of their learning experience include: -   * Formal cycle of student engagement and feedback to include Module Evaluations, Course Evaluations and Staff Student Consultative Committees. * Weekly personal tutor review of student progress/e-ILP (Individual Learning Plan); and * Supervised work based learning visits and reports – where applicable.   Please click [here](https://help.open.ac.uk/documents/policies/academic-regulations) for a link to the OU Academic Regulations. |

|  |
| --- |
| 10. Changes made to the programme since last (re)validation |
| Not applicable |

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (ü) particular programme learning outcomes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | Study module/unit | A1 | A2 | A3 | A4 |  |  |  |  | B1 | B2 | B3 | B4 |  |  |  |  | C1 | C2 | C3 | C4 |  |  |  |  | D1 | D2 | D3 |  |  |  |  |
| 4 | **Functional Anatomy and Physiology** | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |  | x |  |  |  |  | x |  |  |  |  |  |  |
| **Skill Acquisition for Coaching** | x | x |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  | x |  |  |  |  |
| **Fitness Testing** | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **Movement Analysis** | x | x | x |  |  |  |  |  | x | x | x | x |  |  |  |  | x | x |  | x |  |  |  |  | x | x | x |  |  |  |  |
| **Practical Conditioning** | x | x | x |  |  |  |  |  | x | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  | x | x | x |  |  |  |  |
| **Academic Study and Employability Skills** | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x | x |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | Study module/unit | A1 | A2 | A3 | A4 |  |  |  |  | B1 | B2 | B3 | B4 |  |  |  |  | C1 | C2 | C3 |  |  |  |  |  | D1 | D2 | D3 |  |  |  |  |
| 5 | **Applied Performance Analysis** | x | x |  |  |  |  |  |  | x |  |  |  |  |  |  |  | x | x | x |  |  |  |  |  | x |  |  |  |  |  |  |
| **Strength and Conditioning** | x |  | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x |  |  |  |  |  |  |  | x |  |  |  |  |  |
| **Data Visualisation in Coaching and Performance Analysis** | x | x | x |  |  |  |  |  | x | x |  |  |  |  |  |  | x | x | x |  |  |  |  |  | x | x | x |  |  |  |  |
| **Principles of Sports Coaching** | x |  | x | x |  |  |  |  | x | x |  |  |  |  |  |  | x | x |  |  |  |  |  |  | x |  |  |  |  |  |  |
| **Work Based Learning** | x | x | x |  |  |  |  |  | x | x | x | x |  |  |  |  | x | x | x |  |  |  |  |  | x | x | x | x |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Annexe 3 - Curriculum mapping against the apprenticeship standard (N/A)

This table indicates which study units assume responsibility for delivering (shaded) and assessing (ü) particular knowledge, skills and behavious.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Apprenticeship standard | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | Study module/unit | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Apprenticeship standard | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | Study module/unit | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the QAA frameworks for HE qualifications: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in QAA subject benchmark statements that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated exit awards (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study routes or pathways the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in languages other then English must have programme specifications both in English and the language of delivery.