

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	FdSc Sports Coaching & Development
2	<b>Course Code</b>	UF0517
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	Aston Villa Foundation
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Not Applicable

6	<b>Course Description</b> (Marketing text for website)
	<p>This course will be delivered across Villa Park, Aston Villa Brookvale Inner City Academy, Alexander Stadium, and Birmingham City University campuses. These facilities will expose you to state-of-the-art sport and development environments and access to cutting-edge resources and designated sport areas.</p> <p>This course content is designed to ensure graduates develop the pedagogical practice required to coach participants of different ages and abilities across the School and Community delivery areas of the Aston Villa Foundation. After graduation, you will be positioned to gain employment in sports coaching and community-based development roles. You can also continue your undergraduate studies at Birmingham City University on their BSc (Hons) Sports courses.</p> <p>What's covered in the course? We will help you develop an understanding of your coaching philosophy and explore industry and socio-cultural factors influencing the broader context of sport and the work of the Aston Villa Foundation. You will apply the theoretical underpinnings of coaching and have access to hands-on experiences across various community settings. Furthermore, you will learn about sport development principles and how they align with community work by addressing societal and contemporary issues.</p> <p>This course will allow you to understand the work of Football Foundations across primary school and alternative education settings, focusing on the work that community sport plays in complimenting the national curriculum. You will learn about the contemporary information that educators within this sector require. Furthermore, the course will explore health and well-being environments, which will help you embed mental and physical attributes in your coaching practice. This is also an opportunity for you to gain the knowledge and skills needed to negotiate different challenges in your future profession. To help build these skills, you will go on placements where you will work face-to-face and gain first-hand experience in a coaching, community, or school environment, which will enhance your future employability and personal network.</p>

7	<b>Course Awards</b>		
7a	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	FdSc Sports Coaching and Development	Level 5	240
7b	<b>Exit Awards and Credits Awarded</b>		

Certificate in Higher Education Sports Coaching and Development	Level 4	120
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<b>8</b>	<b>Variation from the University Regulations</b>
	None

<b>9</b>	<b>Delivery Patterns</b>		
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Full time	Aston Villa Foundation	2 years	UF0517

<b>10</b>	<b>Entry Requirements</b>
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The admission requirements for this course are stated on the course page of the BCU website at <https://www.bcu.ac.uk/>, or may be found by searching for the course entry profile located on the UCAS website.

<b>11</b>	<b>Course Aims</b>
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The course content is designed to ensure graduates develop the pedagogical practice required to coach participants across a range of ages and abilities, as well as the delivery across all Aston Villa Foundation delivery areas in both School and Community settings.

This section articulates the course level aims framed by the five themes of the Academic Plan. The aims of this course are:

Academic Plan Themes:

Aims of the Course:

1. Pursuing Excellence

To develop reflective, committed, innovative and versatile practitioners who appreciate the importance of a strong work ethic and understand high quality sports coaching and development.

2. Practice-led, knowledge-applied

To promote the skills of enquiry within a practice-led performative research framework, to advance students' practise and meaning-making of high quality sports coaching and development contexts.

3. Interdisciplinarity

To provide relevant, challenging, coherent and enriched learning experiences in a range of stimulating contexts so that students can make connections between different disciplines and engage in opportunities for leading lives in wider societal involvement.

4. Employability-driven

To provide authentic contexts for learning that develop students' key skills, essential knowledge and concepts, and vital attitudes, behaviours and personal attributes, that allow them the best possible opportunity for success in employment.

5. Internationalisation

To equip students with the knowledge, skills, understanding, and experience required to succeed and excel in an increasingly diverse society and global sports coaching and development community.

<b>12</b>	<b>Course Learning Outcomes</b>
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**Knowledge and Understanding**

<b>1</b>	Demonstrate an extensive and informed understanding of theoretical concepts relating to high quality sports coaching and sports development principles.
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2	Understand the role of the sports coach and practitioners within multi- and inter-disciplinary partnerships.
3	Demonstrate knowledge of equality, diversity, and inclusion alongside the influence on those in sport and community contexts.
4	Apply knowledge of physical activity and health to a range of sports coaching and community contexts.
5	Evaluate the roles and responsibilities of the sports coach when working with diverse populations within a sport and community setting.
6	Apply knowledge of professional practice processes including safeguarding, risk assessments, welfare, health & safety, and evaluation processes.
<b>Skills and other attributes</b>	
7	Demonstrate a capacity to engage in self-reflection to continue to learn and undertake additional professional training in a range of sports coaching and community contexts.
8	Review established literature on current contemporary issues in sports coaching and community contexts.
9	Apply innovative and appropriate coaching principles and techniques in a range of appropriate sports and community settings
10	Demonstrate appropriate interpersonal skills that are required for the professions of sports coaching and community contexts.
11	Evaluate research in sports coaching and development to draw appropriate conclusions to provide evidence-based recommendations.
12	Demonstrate a wide-range of transferable employability skills (e.g., communication & literacy, problem solving, numerical techniques, independent learning and working, teamwork, ICT).

<b>13</b>	<b>Level Learning Outcomes</b>
All 20 Credit Modules unless stated.	<b><i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i></b>
<b>SPD4000</b>	<ul style="list-style-type: none"> <li>- Undertake a Higher Education skills audit to better understand areas of existing strengths &amp; weakness in order to identify priorities of future development.</li> <li>- Summarise a research paper for a non-academic audience.</li> </ul>
<b>SPE4001</b>	<ul style="list-style-type: none"> <li>- Discuss the factors in the development of the National Curriculum for PE.</li> <li>- Identify how a school sport programme can promote a physically active lifestyle.</li> </ul>
<b>SPC4002</b>	<ul style="list-style-type: none"> <li>- Create and define a personal coaching philosophy</li> <li>- Identify factors that influence athlete development</li> <li>- Describe and differentiate key models of coaching</li> <li>- Effectively plan and reflect on a practical coaching session</li> </ul>
<b>SPD4001</b>	<ul style="list-style-type: none"> <li>- Demonstrate an awareness of the fundamental constructs of EDI and their importance within sports coaching and development settings.</li> <li>- Understand how to apply the principles of EDI into inclusive coaching and development practice.</li> </ul>
<b>SPD4002</b>	<ul style="list-style-type: none"> <li>- Recognise the skills within a play-based learning approach to develop fundamental movements.</li> <li>- Embed value-based sessions, with values brought alive through sporting activities.</li> <li>- Understand and apply differentiation, progression, regression, and challenge to embed and enhance confidence and skill development.</li> <li>- Design sessions that embrace creativity whilst developing problem-solving and critical thinking, including a holistic approach to planning and delivery.</li> </ul>
<b>SPD4003</b>	<ul style="list-style-type: none"> <li>- Create, lead, and deliver sport and education interventions that engage young people from all backgrounds in a variety of settings.</li> <li>- Recognise principles of safeguarding and safe working practices in the planning and delivery of sport development interventions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explain how to engage marginalised communities through diversionary and outreach work around the targeted area.</li> </ul>
	<b>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</b>
<b>SPD5001</b>	<ul style="list-style-type: none"> <li>- Evaluate and discuss current issues in sports coaching and development.</li> <li>- Analyse the impact of contemporary issues on aspects of sports coaching and development.</li> </ul>
<b>SPD5002 (40 Credit)</b>	<ul style="list-style-type: none"> <li>- Reflect on the placement experience and evaluate the work undertaken within the context of sports coaching and development.</li> <li>- Evaluate the range of skills and knowledge required in order to effectively support the sports coaching and development environment.</li> </ul>
<b>SPX5002</b>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of analysing research data that inform answers to existing research questions.</li> <li>- Plan a clear and specific, ethical and testable piece of research that can be realistically addressed with appropriate research methods.</li> <li>- Source and appraise peer-reviewed published literature in your chosen area as a rationale for your own research question relevant to your degree title.</li> </ul>
<b>SPD5000</b>	<ul style="list-style-type: none"> <li>- Appraise appropriate technical/tactical, physical, psychological, and social principles and processes appropriate to maximise coaching practice and develop excellent performance.</li> <li>- Make informed judgments by evaluating relevant technical information in order to identify, select, and assist players in acquiring the new skills, or solutions, and improve performance.</li> <li>- Plan and deliver coaching practices that can develop technical performance around the players' individuality (technical, tactical, physical, psychological, and social) and make informed decisions to determine the level of coach intervention.</li> </ul>
<b>SPE5001</b>	<ul style="list-style-type: none"> <li>- Discuss a wide range of barriers and facilitators for physical activity.</li> <li>- Evaluate the different tools used to measure physical activity.</li> </ul>

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The course is underpinned by the Birmingham City University values and a commitment to the five themes of:</p> <p>1) Pursuing Excellence, 2) Practice-led knowledge-applied approach, 3) Interdisciplinarity, 4) Employability-driven focus, and 5) Internationalisation.</p> <p>These themes influence and integrate a course that has been designed to enable you to develop the key skills, essential knowledge and concepts, vital attitudes and behaviours, and personal attributes required to pursue a career working in a professional sports club, governing body, or primary/secondary school context. It is also designed to capture the roles and responsibilities of Aston Villa Foundation staff, to prepare you to work in similar environments upon completion of your degree programme. This includes theoretical and practical content that has been mapped across Aston Villa Foundation's six departments, including:</p> <p>1) Schools, 2) Interventions, 3) Health and Wellbeing, 4) Education, 5) Disability, and 6) Community Development.</p> <p>Our curriculum design approach provides you with an interdisciplinary applied course that integrates theoretical and practical knowledge relevant to employment opportunities. This approach allows you to explore the context and application of various disciplines and how they relate to sports coaching and development to optimised learning. Employment opportunities may include sports clubs, local sports clubs, schools, health and wellbeing settings, and the voluntary sectors.</p> <p>There is a strong emphasis on you as the facilitator of your own learning, promoting ownership of your development during your degree course. Our teaching course draws on contemporary issues and research, alongside allowing you to experience a range of sports coaching and</p>

	<p>physical education settings. The learning opportunities will be utilised from the following:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Individual tutorials</li> <li>• Group tutorials</li> <li>• Subject-specific forums</li> <li>• Work placements</li> <li>• Technology-enhanced learning</li> </ul>
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<b>15</b>	<b>Course Requirements</b>
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<b>15a</b>	<p><b>Level 4:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; background-color: #ffff00;"> <thead> <tr> <th style="width: 15%;">Module Code</th> <th style="width: 60%;">Module Name</th> <th style="width: 25%;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>SPD4000</td> <td>Orientation to Higher Education &amp; Research in Sport</td> <td>20</td> </tr> <tr> <td>SPE4001</td> <td>Introduction to Physical Education &amp; School Sport</td> <td>20</td> </tr> <tr> <td>SPC4002</td> <td>The Coaching Process</td> <td>20</td> </tr> <tr> <td>SPD4001</td> <td>Equality, Diversity &amp; Inclusion in Sport</td> <td>20</td> </tr> <tr> <td>SPD4002</td> <td>Coaching in the Community</td> <td>20</td> </tr> <tr> <td>SPD4003</td> <td>Sports Development &amp; Interventions</td> <td>20</td> </tr> </tbody> </table> <p><b>Level 5:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1" style="width: 100%; background-color: #ffff00;"> <thead> <tr> <th style="width: 15%;">Module Code</th> <th style="width: 60%;">Module Name</th> <th style="width: 25%;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>SPD5003</td> <td>Sports Coaching &amp; Development: Professional Practice</td> <td>40</td> </tr> <tr> <td>SPD5000</td> <td>Elite Coaching Practice</td> <td>20</td> </tr> <tr> <td>SPE5001</td> <td>Sport, Physical Activity &amp; Health in Practice</td> <td>20</td> </tr> <tr> <td>SPD5001</td> <td>Contemporary Issues in Sports Coaching &amp; Development</td> <td>20</td> </tr> <tr> <td>SPX5002</td> <td>Planning &amp; Conducting Research</td> <td>20</td> </tr> </tbody> </table>	Module Code	Module Name	Credit Value	SPD4000	Orientation to Higher Education & Research in Sport	20	SPE4001	Introduction to Physical Education & School Sport	20	SPC4002	The Coaching Process	20	SPD4001	Equality, Diversity & Inclusion in Sport	20	SPD4002	Coaching in the Community	20	SPD4003	Sports Development & Interventions	20	Module Code	Module Name	Credit Value	SPD5003	Sports Coaching & Development: Professional Practice	40	SPD5000	Elite Coaching Practice	20	SPE5001	Sport, Physical Activity & Health in Practice	20	SPD5001	Contemporary Issues in Sports Coaching & Development	20	SPX5002	Planning & Conducting Research	20
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<b>15b</b>	<b>Structure Diagram</b>
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**Level 4**

SEMESTER ONE	SEMESTER TWO
Core SPD4000 Orientation to Higher Education & Research in Sport (20 credits)	Core SPD4001 Equality, Diversity & Inclusion in Sport (20 credits)
Core SPE4001 Introduction to Physical Education & School Sport (20 credits)	Core SPD4002 Coaching in the Community (20 credits)
Core SPC4002 The Coaching Process (20 credits)	Core SPD4003 Sports Development & Interventions (20 credits)

### Level 5

SEMESTER ONE	SEMESTER TWO
Core SPD5000 Elite Coaching Practice (20 credits)	Core SPD5001 Contemporary Issues in Sports Coaching & Development (20 credits)
Core SPE5001 Sport, Physical Activity & Health in Practice (20 credits)	Core SPX5002 Planning & Conducting Research (20 credits)
Core SPD5002 Sports Coaching & Development: Professional Practice (40 Credits)	

## 16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

### Level 4

#### Workload

#### 54.25% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	237 (19.75%)

Directed Learning	414 (34.5%)
Private Study	549 (45.75%)
<b>Total Hours</b>	<b>1200 (100%)</b>

### **Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	70%
Exam	0
In-Person	30%

### **Level 5**

### **Workload**

**51.66% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	169 (14.08%)
Directed Learning	451 (37.58%)
Private Study	580 (48.33%)
<b>Total Hours</b>	<b>1200</b>

### **Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	67%
Exam	5%
In-Person	28%