



Programme Specification

Foundation Degree in Sport Coaching

March 2016

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	Foundation Degree in Sport Coaching
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University and North East Surrey College of Technology (Nescot)
Locations:	Delivered across two sites: Kingston University, Penrhyn Road, Surrey & Nescot, Reigate Road, Epsom, Surrey
Programme Accredited by:	<i>Not Applicable</i>

SECTION2: THE PROGRAMME

A. Programme Introduction

The Sport and Exercise Sciences department at Kingston is a burgeoning discipline area offering a dynamic, challenging, supportive and collaborative learning environment. The Sport Coaching (FdSc) programme at Kingston has been designed in collaboration with Nescot and Fulham Foundation to meet the key characteristics of employer involvement focused on work-based learning; accessibility; flexibility; articulation; progression and partnership. This FdSc is a perfect alternative course for those who do not possess the usual entry qualifications that a BSc (Hons) requires and/or for those currently playing/coaching sport who want a programme of study with a greater vocational focus looking to improve their own curriculum vitae in sport coaching. Delivered between the two sites of education (5 miles apart), the rigorous academic environment at Kingston is complemented by the team at Nescot ensuring the curriculum is an exciting blend of the academic underpinning knowledge in sport coaching theory with applied practice and specifically focuses on the key and transferable vocational skills needed to succeed in the sport coaching environment. Moreover, collaboration with Fulham Foundation further bolsters the programme with an extensive range of partners who provide practical placements and applied contributions to teaching, ensuring that the course is kept constantly up to date. The course is unique to other Sport Coaching degree programmes as it has been designed to integrate the strengths of two educational establishments (Kingston University and Nescot) with learning and vocational experience supported by a dedicated coaching provider (Fulham Foundation). The course will be managed by the team at Kingston University and will be delivered between the two educational providers utilising staff subject expertise and facilities at both sites. At the heart of the course are the fundamental theories of coaching, practical competencies and the application of academic knowledge provided in core modules, Science and Practice of Coaching, Sport Coaching Theory, Research Informed Coaching Practice and Analysis in Sport. To reflect the multidimensional nature of coaching, the programme is further bolstered with modules focusing on the fundamental disciplines in the sport and exercise sciences of Anatomy, Physiology, Nutrition, Biomechanics, Psychology and Motor Skills allowing students to choose their coaching style and philosophy based on their specific interests and specialisms. To further support the learning experience, both Kingston and Nescot boast extensive laboratory and sport facilities in which students are spoilt for their applied and coaching

opportunities. A further addition to the course is the requirement of a coaching placement in year two as a core element to equip students with the skills required to be an effective reflective practitioner in the sport coaching field. Moreover, by working in partnership with the Fulham Foundation, the course is not only tailored to keep abreast of the research, but will also ensure up to date perspective of the requirements and changing nature of this dynamic industry ensuring that this degree provides the knowledge, skills and experience to pursue careers in sport coaching. Additionally, students will be provided an in depth knowledge and understanding of industry standard analysis tools used to aid coaching development of athletes and teams but have opportunity to gain internships at a number of local amateur and professional sport clubs. The result of studying this two-year foundation degree is a sport coaching graduate with a balanced theoretical and applied grounding, experience of using and working with the latest performance analysis techniques and potential for a wide range of employability options.

B. Aims of the Programme

The purpose of this FdSc Sport Coaching programme is to widen access into higher education for those with non-traditional educational backgrounds and to develop the career prospects of those who already work in the sport coaching area. The design and content of the curriculum reflects the core characteristics of the Foundation Degree qualification in that it is a rigorous relevant intellectual programme of study in the cognate area of sport coaching, supported by scholarship, staff development and a research culture that develops students' theoretical understanding of sport coaching and its range of applications.

The aims of this FdSc Sport Coaching programme are to:

- provide a curriculum in sport coaching supported by a research active culture to students from a wide variety of academic and social backgrounds;
- to encourage students to develop an informed, reflective, and critically analytical approach to the subject of sport coaching;
- to enable students to critically evaluate the techniques, applications, and ethics of sport coaching practice;
- to provide students a wealth of practical competencies, both field and laboratory based, to aid in the understanding of performance analysis and coaching development of athletes;
- produce graduates equipped with the subject specific knowledge and the key and transferable skills that enable them to play leading roles in a range of sport coaching industries and/or to undertake further studies.

The unique features of this FdSc in Sport Coaching are:

- it champions a balanced approach, in which equal importance is given to research supported theory and vocational practice (praxis) together with work based application;
- it capitalises on Kingston's staff research expertise and diverse strengths in the field of sport and exercise sciences and that it provides opportunity to critically examine the sub-disciplines of sport coaching and performance;
- it is delivered in partnership with Nescot and also Fulham Football Foundation who can provide a wealth of industry-related scenarios and the opportunity to collect data in real life settings and support learning in the work place;

- it utilises laboratory facilities that are among the best in the world, in keeping with our growing reputation as an academic area noted for its teaching excellence and applied learning;
- that students enrolled on the programme will develop an in depth knowledge and understanding of industry standard analysis tools used to aid the performance analysis and coaching development of athletes.

Successful completion of the programme leads to the award of a Foundation Degree and provides students with the opportunity of spending a further year completing a BSc (Hons) Sport Science (Coaching), after successful completion of a bridging course, at Kingston.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Hospitality, Leisure, Sport & Tourism, the Foundation Degree Qualification Benchmark (2010) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to demonstrate a critical understanding of:		Intellectual Skills On completion of the course students will be able to:		Subject Practical Skills On completion of the course students will be able to:
A1	the research underpinning coaching practice	B1	effectively apply the skills of evaluation and critical interpretation needed for academic study	C1	execute skilled, competent, evaluative and reflective coaching techniques to initiate and undertake critical analysis of information
A2	qualitative and quantitative analysis of sport coaching and performance through analysis and diagnosis of data	B2	plan, design and communicate a piece of independent intellectual work providing evidence of critical engagement and interpretation of appropriate data	C2	undertake appropriate and effective practical coaching techniques with continuous regard for safety and risk assessment
A3	new developments in the knowledge and practice of sport coaching	B3	apply knowledge to the solution of familiar and unfamiliar problems	C3	make reasoned judgements for coaching choices perhaps challenging previously held assumptions and communicate to specialist and non-specialist audiences
A4	human anatomy & physiology, kinesiology, psychology related to sport coaching	B4	self-appraise and reflect on sport coaching practice, understanding the limits of their knowledge and how this influences interpretations	C4	demonstrate skills in the collection, evaluation and interpretation of laboratory and field data
A5	the principles behind professional codes of conduct and operational & strategic management in sport coaching, and of the way in which they have been developed	B5	recognise and respond to moral, legal and ethical and safety issues which pertain to sport coaching		

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills over their two years of study as follows:

Key Skills						
Self Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

D. Entry Requirements

The minimum entry qualifications for the programme are:

From A levels:	200 UCAS Tariff points usually in P.E. or other science based subjects such as Biology, Psychology
BTEC:	200 UCAS Tariff points usually in Sport based subjects
Access Diploma:	Pass with 60 credits
Plus:	5 GSCE's at Grade C or above inclusive of English, Maths and Science

Mature students lacking the above qualifications, but with significant and appropriate industry experience may apply, and qualification will be assessed by interview and portfolio of evidence.

A range of alternative qualifications or experience that is equivalent to the typical offer will be considered. Applications from international students with equivalent qualifications are welcome. Normally a minimum IELTS score of 6.0 with minimum of 5.5 in any component, or equivalent is required for those for whom English is not their first language. ***A Disclosure and Barring Services (DBS) clearance is an absolute requirement (see Section E2 below).**

E. Programme Structure

This programme is offered in full-time / part-time modes, and leads to the award of Foundation Degree. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

None.

E2. Work-based learning, including sandwich programmes

As a Foundation Degree, a minimum of 25% of the credits available for the course have a practical or simulated 'work based learning' element comprising the Science and Practice of Coaching (LS4010) and Research Informed Coaching Practice (LS5712). An essential component of the work based learning is the 100hrs of vocational coaching experience the students need to accrue for the Research Informed Coaching Practice (LS5712) module. Support is provided by the module leader and the Fulham Foundation to assist learners to source placements, although it is the responsibility of individual students to secure all 100hrs of vocational coaching or related activities needed for the successful completion of the module. The module allows students to reflect upon current research and their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. ***Students are required to produce a valid Disclosure and Barring Service check (DBS) to indicate they are able to work with members of the public in partnership with the placement contact.**

E3. Outline Programme Structure

Each level is made up of four modules each worth 30 credits. A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

At level 4 the focus is on the acquisition of underpinning knowledge across the broad spectrum of sport coaching and to develop their key and transferable skills. Study at level 4 will:

- provide students with a firm educational underpinning in sport coaching in preparation for the range of modules at higher levels;
- introduce and commence a formal process of instruction in the study of human anatomy and physiology with particular reference to human structure and function;
- introduce students to sport and exercise psychology;
- develop students' awareness of the theories and practice in nutrition related to effective coaching;
- develop students' practical experiences in a range of coaching environments;
- develop students' key and transferable skills in relation to academic and employment readiness.

LS4700 & LS4701 are delivered at Nescot and LS4008 & LS4010 at Kingston.

Level 4 (all core)

Compulsory modules	Module code	Credit Value	Level	Teaching Block
Functional Anatomy & Kinesiology	LS4700	30	4	1&2
Anatomy, Physiology & Nutrition	LS4701	30	4	1&2
Sport & Exercise Psychology	LS4008	30	4	1&2
The Science and Practice of Coaching	LS4010	30	4	1&2

Progression to level 5 requires successful completion of all level 4 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

At level 5 the focus is on further developing knowledge across the broad spectrum of sport coaching and performance analysis topics using inquiry based teaching and learning strategies. Study at level 5 will:

- consolidate and extend the material covered in level 4;
- develop students' knowledge of evaluating and monitoring human responses to exercise and to evaluate fitness and health through exercise and prescribe interventions;
- develop students' knowledge of evaluating and monitoring sport performance in laboratory and field settings and prescribing action to the learning and performance of the component elements of sport;
- develop an appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups;
- develop students' knowledge of research methods and research skills relevant to sport coaching;
- develop students' vocational experiences relevant to Sport Coaching and extend students' key and transferable skills in relation to academic and employer readiness.

LS5712 is delivered at Nescot and the remaining modules at Kingston.

Level 5 (90 credits = core)

Compulsory modules	Module code	Credit Value	Level	Teaching Block	
Research Informed Coaching Practice	LS5712	30	5	1&2	LS4010
Analysis in Sport and Exercise	LS5015	30	5	1&2	LS4700
Sport Coaching Theory	LS5016	30	5	1&2	LS4010
Option modules					Pre-requisites
Sport and Exercise Psychology II	LS5013	30	5	1&2	LS4008
Health & Exercise Physiology	LS5014	30	5	1&2	LS4701

Students completing the programme who have successfully completed 120 credits at level 5 are eligible for the award of Foundation Degree in Sport Coaching.

F. Principles of Teaching, Learning and Assessment

This programme has been designed to take into account the Kingston Curriculum Design Principles. The course utilises a wide range of teaching and learning methods encompassing independent and group work; that will enable all students to be actively engaged throughout the course. Teaching and learning will focus on developing academic skills and utilising research informed teaching strategies. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of the module – typically using lectures in the early parts of modules to ensure that students have the key knowledge relating to the module. Through a variety of group and individual based seminar, practical and laboratory sessions, students are then given the opportunity to develop more individual interests and key skills. The development of academic skills is threaded throughout the course and assessed both formatively and summatively. The balance between lectures and tutorial/seminar/practical time across levels is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real-world scenarios. This is achieved through the use of case studies; research data, the students' own experience and student led inquiry based learning or experiential approaches in smaller group sessions. The teaching and learning approach at level 4 will typically comprise formal lectures to ensure that students have the key knowledge relating to the module and a sound base within their subject. Supporting tutorials, seminar or practical sessions will be used to encourage exploration of the knowledge base by tutor led discussion and application of theories. At level 5 the approach will typically comprise staff led activities in the early parts of modules to ensure that students have opportunity to build on the key knowledge from level 4 and pursue new scenarios and lines of inquiry. In the latter stages of level 5 the focus will be to progress onto more student led approaches to inquiry based learning through analysis, exploration and acquisition of theories and ideas through research and practice. This will include a coaching placement module where the students will begin to work on their coaching knowledge and techniques and application under the supervision of a qualified member of staff in a work-based learning environment as well as short external work experience opportunities. This greater application of coaching skills is accompanied by an emphasis on critical reflection and peer feedback to ensure the students become more autonomous in not only their coaching/performance analysis but also reflective practice. A range of assessment methods will be used that enable

students to demonstrate the acquisition of knowledge and skills which include but not limited to practical competency, written coursework, oral presentations, data analysis, in-class tests, MCQs, examinations, laboratory reports and poster presentations. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward appraisal of their performance in preparation for the summative assessment. At both levels, care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best. By utilising a full range of assessment procedures not only ensures that a sport coaching graduate has extended their knowledge and understanding of coaching but further developed key and transferable skills necessary for employment and lifelong learning.

G. Support for Students and their Learning

The widening of access to programmes by students of increasingly varied educational backgrounds has focused tutors to consider innovation in the learning, teaching and support of students. The course commences with an induction programme that aims to accustom students to the University and the College environments, course requirements, policies and practices and academic writing conventions. Within induction there will be opportunities for students to meet the course team, their tutor and University and College support staff, timetable of lessons and tour of all sites to ensure every student is provided clarity in how the course is to be delivered. As part of the induction process, diagnostic testing is available for students and counselling provided as to any possible reasonable adjustments that can be provided to support students during their studies. The Sport and Exercise Science teams at both Kingston and Nescot have considerable experience of tutoring students with differing needs. The purpose of the personal tutor scheme is to help build rapport between staff and students and contribute to personalising students' experience at Kingston. Students are supported throughout their studies by their allocated personal tutor, who will be a Kingston member of staff, who will help them to draw together the themes of the curriculum. The personal tutor will also be a means of support for the student throughout their studies for any issues arising that are unrelated to the curriculum and to provide appropriate academic advice and guidance to students throughout their studies by monitoring their progress and helping to identify individual needs. At level 4 the emphasis will be to aid the transition from their school/college/work environments to gain the confidence to operate successfully in a university context and to generate a sense of belonging to Kingston University. The modules which focus on developing students' research skills and enhancing their personal success require regular meetings with their personal tutor, and in which the PDP will be incorporated through the development of the key and transferable skills needed for higher education and for the enhancement of employability as part of the module LS4010 portfolio. All of these methods allow students to monitor both progress and understanding by continually reflecting on their investment and contribution to the modules, the course and their learning. In year two the main aim for the personal tutor and student is to develop the students' ability to be self-reliant and self-reflective, to use feedback to best advantage and to encourage students to be proactive in moving towards professional life and/or further study and this will be assessed in module LS5712.

In summary, students are supported by:

- A Personal Tutor to provide academic and personal support (Kingston University)
- A Module Leader for each module
- A Course Director to help students understand the programme structure (Kingston University)
- Technical support to advise on laboratory practices
- Technical support to advise students on IT and the use of software
- A school administrative team and student support officer
- An induction week at the beginning of their studies (Kingston & Nescot)

- Staff Student Consultative Committee
- StudySpace – a versatile on-line interactive intranet an learning environment
- A substantial Study Skills Centre that provides academic skills support
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support
- The Union of Kingston students
- Careers and Employability Service

Tutorials

Students will be provided scheduled one-to-one and group sessions that provide opportunity for reflection, target setting and action planning of study and career targets. Additional group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

Personal and academic tutorial support

Kingston are committed to providing tutorial support for all students and each student will be allocated a personal tutor. The aim of the Personal Tutorial Scheme (PTS) is to support students to pass the programme, to provide an opportunity for all to comment on how things are going at the University and College and help progression on to the next step in education or a career.

Personal development planning (PDP)

Personal Development Planning (PDP) is a process that enhances and supports the students in reviewing, building and reflecting upon personal, professional and educational development. The PDP is embedded in reflective tasks as part of their portfolio's hosted in modules LS4010 and LS5712 as well as undertaken during tutorials in each teaching block. Students will set themselves targets at the beginning of the year and then reflect on the first teaching block in subsequent tutorials. PDP activities will be hosted electronically and referred to in academic lessons and tutorials.

Review of PDP includes: assessment of academic support requirements, academic progress, action plans that feed forward to the next session, planning for employment, personal issues that are relevant to the student's progress and a section for reflection (both academic and professional).

Health support

Both the University and College provide access to a nurse during some of the week, as well as a counsellor for more personal and emotional health needs.

Administration support

Both the University and College have designated student finance officers who can provide advice with student loans and accommodation.

Learning support

Both the University and College have designated learning support departments that can carry out assessments and provide support in the form of a drop-in or more regular support sessions.

Learning Resources Centre (LRC)

Both the University and College have LRCs, which provide a comprehensive collection of textbooks and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Kingston and Nescot websites and the virtual learning environments (Studyspace & Moodle). There are a range of on-line databases suitable for sport coaching research. Laptop access in the classroom supports teaching, learning and assignment completion. The LRC's provide ready access to PCs and on-line resources as well as assistive technology and Information Technology (IT) support staff. The IT support staff offer a range of workshops to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions at the college are roomed with access to Smartboard (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning.

Sport and Exercise Facilities

At Nescot there is a designated indoor sport centre, fitness suite and also a sport therapy classroom. At Penrhyn Road, which is the main site for teaching, Kingston University boasts extensive array of research laboratories comprising seven rooms dedicated to the measurement of human performance. The students will be trained to use the latest equipment for the measurement of nutritional, physiological and mechanical aspects of human performance and also have access to PC and Mac operating systems using the latest software for notational performance analysis. A few miles from Penrhyn Road, the University also provides a dedicated outdoor sport ground (Tolworth) for practical coaching sessions.

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies
- Coaching visit

I. Employability Statement

Preparation for work is an integral part of the Foundation Degree in Sport Coaching. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive economy. During the programme students will have gained a proficient knowledge of sport coaching, experience and competence in using high-level laboratory equipment and sport analysis software that will enhance employment and lifelong learning opportunities in the sport coaching area. Utilising the course teams extensive links with numerous employers, there is further opportunity to undertake live employer projects within sectors of the industry in both modules and research internships. Students' generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus, the placement module and events offered by the University's Careers and Employability Service. To best prepare students for the workplace, students are encouraged to reflect on and identify what they have learned, whether academically or in terms of transferable skills, and how these may be relevant to employment. They are also encouraged to explore the job market and possible career paths, and to consider attributes that employers look for in graduates above and beyond essential academic skills. These include initiative, the ability to work in teams, manage time and to prioritise workload, the desire to learn and the motivation to improve performance, and appropriate communication and presentation skills in all their forms. In this context, students are also encouraged to take advantage of opportunities within and outside of the University to develop such skills through volunteering, internships and their work placement. At level 4 the student cohort will generate their own (PDP) which will allow them, from the very beginning, to focus on their key and transferable skills needed for employment and lifelong learning in their chosen field. Module LS4010 will be a means of bringing these skills, learned across modules at level 4, into a coaching context aiding to encourage reflection on the importance of their skill set as well as their mindset (attitude, aptitude, commitment, adaptability, accountability and flexibility) to their success on their course and moving onto employment. These skills will be further embedded in LS5712 in year 2 and the student cohort

will be encouraged to continue to build on the key skill attributes within coaching in particular, but also the importance of critical and creative thinking, problem-solving, networking, negotiating, inquisitiveness and giving and receiving feedback. Students are also encouraged to develop clearer ideas about career options, and are offered assistance and guidance in the preparation of Curriculum Vitae and for job applications and interviews. From the diligent work and industrious networking of the teaching team and from the contribution from the Fulham Foundation, students on this Foundation degree have numerous opportunities for work experience placements, of which many studying the full BSc (Hons) in Sport Science (Coaching) have already secured employment at independent schools, semi-professional, professional and international sport teams.

As a member of the Sport and Exercise Sciences fraternity, all of our students from application to graduation and beyond will have a sense of course and subject identity. This is as a consequence of the efforts made by the Sport and Exercise teaching team who over many years have carefully designed interactive web based networking sites to encourage communication of their student experience, knowledge being gained, practical skills and employment and special event opportunities. The Sport and Exercise Sciences (SES) websites such as Facebook, Twitter and LinkedIn have already been very successful and student engagement with teaching and learning has become particularly evident as a consequence. The team also use the interactive social media as a means to keep current students and graduates networked with information on Undergraduate/Postgraduate research opportunities and consultancy, internships, staff news, employment opportunities including voluntary work related to the industry. Moreover, the LinkedIn pages further develop industry and vocational focus and act as a networking share point on student and graduate employability options and opportunities allowing our graduates to keep us abreast of their own career developments.

J. Approved Variants from the Undergraduate and Postgraduate Regulations

There are no variations to the UR.

K. Other sources of information that you may wish to consult

Kingston University Sport and Exercise Science Website:

<http://sec.kingston.ac.uk/sportex/>

Sport and Exercise Science Facebook Page:

<http://www.facebook.com/pages/Kingston-University-Sport-Exercise-Sciences/130316683708736>

Sport and Exercise Science Twitter Account:

<http://twitter.com/kusportexsci>

Sport and Exercise Science LinkedIn Page:

<http://www.linkedin.com/groups?gid=4177219>

Skills Active Endorsement

<http://www.skillsactive.com/component/k2/item/3268>

QAA Subject Benchmark for Hospitality, Sport and Leisure.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.aspx>

Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

Module code		Level 4				Level 5				
		LS4700	LS4701	LS4008	LS4010	LS5712	LS5015	LS5016	LS5013	LS5014
Knowledge & Understanding	A1		S/F		S/F	S/F		S/F		
	A2				S/F	S/F	S/F		S/F	S/F
	A3		S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F
	A4	S/F	S/F	S/F		S/F			S/F	
	A5				S/F	S/F		S/F		
Intellectual Skills	B1	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F
	B2	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F
	B3	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F	S/F
	B4			S/F	S/F	S/F	S/F	S/F	S/F	S/F
	B5				S/F	S/F		S/F		
Practical Skills	C1			F	S/F	S/F	F			
	C2			F	S/F	S/F	S/F	S/F		
	C3			S/F	S/F	S/F	S/F	S/F	S/F	
	C4	S/F	S/F	S/F	S/F	S/F	S/F		S/F	S/F

Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised.

Indicative Module Summative Assessment Map

Module					Assessment 1 - Coursework 1				Assessment 2 - Coursework 2				Assessment 3 - Examination			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length (Max.)	Weighting %	S/F*	Type of coursework	Word Length (Max.)	Weighting %	S/F*	Written/practical	Duration (Max.)	Weighting %	S/F*
4	Functional Anatomy & Kinesiology	LS4700	30	C		3000	50	S					Practical	60mins	50	S
4	Anatomy, Physiology & Nutrition	LS4701	30	C	Practical write up	1500	25	S	Nutritional strategy case study	3000	50	S	Written	60mins	25	S
4	The Science and Practice of Coaching	LS4010	30	C	Practical Exam		30	S/F	Portfolio of four practical competencies and reflection	3000	70	S/F				
4	Sport & Exercise Psychology	LS4008	30	C	Lab Report	1500	30	S/F	Essay	1500	40	S/F	Written	2hr	30	S
5	Research Informed Coaching Practice	LS5712	30	C	Research project Proposal	3000	50	S	Coaching practice portfolio	3000	50	S/F				
5	Sport Coaching Theory	LS5016	30	C	Essay	2000	30	S/F	Essay	2000	30	S/F	Written	2.5hr	40	S
5	Analysis in Sport and Exercise	LS5015	30	C	Lab Report	1500	30	S/F					Written	2.5hr	40	S
													Presentation	30 mins	30	S/F
5	Sport and Exercise Psychology II	LS5013	30	O	Report	1500	30	S/F					Written	2.5hr	40	S
													Presentation	30 mins	30	S/F
5	Health & Exercise Physiology	LS5014	30	O	Lab Report	2500	30	S/F					Written	2.5hr	50	S
													Competency	30 mins	20	S/F

Technical Annex

Final Award(s):	<i>Foundation Degree</i>
Intermediate Award(s):	<i>Certificate of HE</i>
Minimum period of registration:	<i>2yrs Full-time; 4yrs Part-time</i>
Maximum period of registration:	<i>4yrs Full-time ; 8yrs Part-time</i>
FHEQ Level for the Final Award:	<i>5</i>
QAA Subject Benchmark:	<i>Hospitality, Leisure, Sport & Tourism</i>
Modes of Delivery:	<i>Full-time or Part-time</i>
Language of Delivery:	<i>English</i>
Faculty:	<i>Sport & Public Services</i>
School:	<i>Sport</i>
JACS code:	<i>This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA</i> C602
UCAS Code:	
Course Code:	<i>N</i>
Route Code:	