Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	Sports Coaching and Analysis
Course Code(s)	4162
Course Director	Mario Borges
Shared Modules?	Yes

Changes to sequencing of modules:

No change required		
Module code and name (please list by level)	**S2→S1**	**S1→S2**
Measurement in Sport and Exercise (ASC_4_486)		X
Nutrition Health and Disease (ASC_4_409)		X
Perception and Action 1 (ASC_4_439)		X
Biomechanics 1 (ASC_4_404)	X	
Anatomy and Physiology (ASC_4_401)	X	
Sports Psychology 1 (ASC_4_405)	X	
Strength and Conditioning Theory (ASC_5_426)		X
Sport and Exercise Nutrition (ASC_5_429)	X	

Changes to the mode of delivery and course composition

Year/Level/Module	**Changes to delivery mode**	**Changes contact hours**		
		Current		**New**
L4, L5 and L6 (S1)	The following changes are made to the delivery of the modules at L4, L5 and L6 in S1: Face to face lectures are replaced by recorded online lecture sessions supplemented by synchronous (live) tutorials and asynchronous online support materials such as forum discussion, workshops or group tasks.	Lecture Seminar Self-directed	15% (on site) 5% (on site) 70-75%	15% (online) 5% (online) 70-75%

	For some modules there will be onsite laboratory sessions. Face to face scheduled support is replaced by online drop in support	Laboratory (onsite-if applicable) Drop in support	0-5% 5%	0-5% 5%
L6 Research Project (ASC_6_434)	Face-to-face project supervision are largely replaced by scheduled online supervision meetings. Depending on government guidelines and regulations the practical (lab) aspects of the work could be delivered on site, alternatively students will be provided with data.	Lectures Drop-in support Labs (depending on projects) Self-directed learning	5% (on site) 5-10% (on site) 0-5% 85%	5% (online) 5-10% (online) 0-5% 85%

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

<table>
<tr><th colspan="5">A. Course Information</th></tr>
<tr><td>Final award title(s)</td><td colspan="4">BSc (Hons) Sports Coaching and Analysis</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="4">Cert. HE Sports Coaching and Analysis
Dip. HE Sports Coaching and Analysis</td></tr>
<tr><td>UCAS Code</td><td colspan="2"></td><td>Course Code(s)</td><td>Full time: 4162
Part time: 5251</td></tr>
<tr><td></td><td colspan="4">London South Bank University</td></tr>
<tr><td>School</td><td colspan="4">☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>Division</td><td colspan="4">Human Sciences</td></tr>
<tr><td>Course Director</td><td colspan="4">Mario Borges</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="4">☒ Southwark ☐ Havering
☐ Other: please specify</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="4">☒Full time ☒Part time ☐other please specify</td></tr>
<tr><td>Length of course/start and finish dates</td><td colspan="4"><table>
<tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr>
<tr><td>Full time</td><td>3 Years</td><td>September</td><td>July</td></tr>
<tr><td>Full time with placement/ sandwich year</td><td></td><td></td><td></td></tr>
<tr><td>Part time</td><td>4.5 years</td><td>September</td><td>January</td></tr>
<tr><td>Part time with Placement/ sandwich year</td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Is this course generally suitable for students on a Tier 4 visa?</td><td colspan="4">Please complete the International Office questionnaire
Yes
Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.</td></tr>
<tr><td>Approval dates:</td><td colspan="2">Course(s) validated / Subject to validation</td><td colspan="2">2013</td></tr>
<tr><td></td><td colspan="2">Course specification last updated and signed off</td><td colspan="2">September 2019</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td colspan="4">None</td></tr>
<tr><td>Reference points:</td><td>Internal</td><td colspan="3">Corporate Strategy 2015-2020
Academic Quality and Enhancement Manual
School Strategy</td></tr>
</table>

		LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	The course maps to the Skills Active Higher Education Coach Education Endorsement criteria. The course has been developed to align with the UK Coaching Certificate.
Course Aims	The BSc (Hons) Sports Coaching and Analysis has been designed to offer a high quality course with a strong vocational content that is attractive to students and eligible for relevant professional accreditation. The BSc (Hons) Sports Coaching and Analysis fulfils this strategic goal as the course is clearly focused on developing professionally qualified and accredited graduates who will have considerable vocational experience. As such these individuals will be able to support the development of sports performers from participation to performance level. The BSc (Hons) Sports Coaching and Analysis aims to: 1. Guide students in acquiring the knowledge and skills required for effective prescription and delivery of coaching programmes and sports analysis. 2. Educate students in the theoretical knowledge and understanding that underpins the processes of sports coaching and analysis. 3. Develop key transferrable skills that contribute to being a well-rounded and independent professional. 4. Develop the ability and interest in becoming an evidence-based reflective practitioner. 5. Facilitate the attainment of vocational qualifications and experience specific to the interests and career goals of students. 6. Guide the professional growth of students who are equipped to succeed in their chosen career path as a coach or sports analyst.
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A1 The scientific subject areas which underpin the practice of sports coaching and sports analysis. A2 The contextualisation of scientific concepts via practical application, to include role play and vocational placement. A3 The ability to apply critical thinking skills to develop problem-solving strategies. A4 Pedagogical principles and theory in sports coaching and analysis. A5 The scientific and pedagogical issues and their impact when working with different populations. A6 The principles, methodological and data processing procedures involved in sports analysis.

	b) Students will develop their intellectual skills such that they are able to: B1 Analyse, evaluate, process and interpret information in order to solve problems relating to human movement, human interaction and athletic performance. B2 Contextualise subject specific concepts within the sports coaching and analysis field. B3 Implement critical and evidence-based reflective learning skills in their practice. B4 Produce evidence-based reflective reports that appraise specific aspects of the sports coaching and sports analysis processes. **c) Students will acquire and develop practical skills such that they are able to:** C1 Undertake laboratory and field work competently and safely. C2 Recognise and respond to ethical, moral, professional and health and safety issues. C3 Design and implement training/exercise regimes and coaching strategies. C4 Understand and be able to operate equipment used in the analysis of human performance. C5 Independently carry out a project that requires the use of appropriate methods and/or equipment to record, evaluate and communicate the findings. C6 Plan and manage individual and team-based work tasks. **d) Students will acquire and develop transferrable skills such that they are able to:** D1 Manage personal responsibilities, including time and task management. D2 Develop effective skills in communication using a variety of mediums and presentation formats. D3 Work independently and as a member of a team. D4 Demonstrate literacy and numeracy skills. D5 Be competent in the use of IT (word-processing; spreadsheets; presentation software; the internet). D6 Be competent in the use of information databases and be able to cite references in the appropriate manner. D7 Adapt to dynamic situations in the working environment to maintain a positive outcome.

C. Teaching and Learning Strategy

The achievement of developing knowledge and understanding in (A1), (A4), (A5) and (A6) will be achieved through structured keynote lectures and tutorial sessions. The scientific principles in each of the key subject areas will be introduced at level 4 and will be used for the specialization and contextualisation of this knowledge as the student progresses through Levels 5 and 6. (A2) and (A3) will also be developed as the student progresses through level 4 and this will be achieved via offering students the opportunity to engage in role play, placement and structured practical sessions. All lecture, tutorial placement and practical modules will be supported with online materials and, where appropriate, personal tutorials.

Please refer to the curriculum assessment map below for an overview of how each module assessment contributes to the development of the intellectual skills B1-B4 at level 4, 5 and 6. Individual modules provide more detail on how the specific learning outcomes are assessed.

The intellectual skills are developed in a progressive manner as the student progresses through the levels of the course. At level 4 the core study skills are developed. Students are introduced to the concepts of evaluation and analysis and given the opportunity to demonstrate their ability to comprehend and descriptively interpret both written material and simple sets of data that are representative of human performance. At Level 5 these skills are developed further and the concepts of reflection and analysis are introduced to the evaluation of information and the process of critical thinking is developed. Further progression in the development of these skills is achieved at Level 6 where there is a requirement to integrate analysis, evaluation, critical thinking and evidence-based reflection in order to solve problems.

Development of practical skills is achieved in a number of modules across each level. The Perception and Action 1, Scientific Skills, Biomechanics 1 and Anatomy and Physiology modules contain a range of practical components ranging from group coaching tasks to laboratory experimentation. At level 5, Strength and Conditioning Theory, Sport and Exercise Nutrition and the Placement modules contain a range of practical components from group coaching tasks to laboratory experimentation. At level 6 the Research Project, Notational and Performance Analysis and Advanced Strength and Conditioning modules achieve the same objective. The application of knowledge in the practical domain will be achieved in both vocational and academic environments.

The transferable skills are acquired and developed in most of the modules on the course. Many of the skills in IT are developed in the Scientific Skills module. Opportunities for students to develop skills in presenting and reasoning are apparent in level 4 modules where role play and seminars form key parts of the delivery, for example Perception Action 1 and at level 5 modules such as Strength and Conditioning, Sport and Exercise Nutrition and Placement. At L6 Applied Sports Psychology for Coaching and Research Project off these opportunities. The L5 Placement provides students with a vocational domain to develop and display skills such as adapting to a dynamic working environment, interpersonal and time and task management skills.

D. Assessment

The use of formative assessment is considered an important feature of the course, particularly where it is used to carefully monitor the developmental rate of skills and prepare students for better performance in summative assessment. The level 4, 5 and 6 summative assessment strategy draws on a range of assessment modes. This strategy has been designed in order to offer students the opportunity to develop key skills through the assessment process. It aims to offer them a minimum of three opportunities at each 'assessment type' as they progress through the course so that they have clear opportunity to progressively develop these skills.

These skills are developed via a range of assessment types at each level of study, (reflective essay, practical report, presentation, case study and examination), and the assessments are made vocationally relevant and ecologically valid.

Module assessment will require students to provide evidence of the development of these skills in each domain. A variety of assessment types are used, including vocational training and placements, evidence-based reflective diaries, laboratory sessions and role play activities. The varied teaching and assessment tools at all levels stimulate the development of transferrable skills and all require the student to demonstrate their skills through both formative and summative module assessment.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

In order to be considered for entry to the course applicants will be required to have the following qualifications:

96 UCAS tariff points, equivalent to 3 Cs at A-level with one in a science-based subject (A-level Physical Education will be accepted as science-based) or DD BTEC National Diploma; MMM in BTEC National Extended Diploma in a sport science-based subject e.g. Sport and Exercise Sciences, Sport (Performance and Excellence), Sport (Development, Coaching and Fitness).

GCSE Mathematics, English and Science at grade level C or higher. Adult Literacy and Numeracy Level 2 as well as Key Skills Communications and Numbers equate to GCSE English and Mathematics.

APEL: Consideration of prior learning and experiential learning will be considered for those applicants with non-standard entry. The decision regarding the appropriateness of this learning for entry to the course is solely that of the Course Director. Consideration will also be given for students who wish to claim APL for modules when transferring from another degree programme

G. Course structure(s)

Course overview

BSc (Hons) Sports Coaching and Analysis – **Full time**

	Semester 1		**Semester 2**	
Level 4	Measurement in Sport and Exercise (compulsory)	20	Biomechanics 1 (compulsory)	20
	Nutrition Health and Disease (compulsory)	20	Anatomy and Physiology (compulsory)	20
	Perception and Action 1 (compulsory)	20	Sports Psychology 1 (compulsory)	20
Level 5	Strength and Conditioning	20	Sport and Exercise Nutrition	20
	Sports Psychology for Coaching	20	Sports Biomechanics and Analysis	20
	Placement			20
	Research methods (compulsory)			20
Level 6	Notational and Performance Analysis	20	Advanced Strength and Conditioning	20
	Sporting Populations and coaching Groups	20	Applied Sports Psychology for Coaching	20
	Research Project (compulsory)			40

- This course is structured over 3 years (FT) and 4.5 years (PT).
- There are 2 semesters in each academic year.
- The FT course has 3 modules per semester.
- The PT course has 2 modules each semester in years 1 through 4. The final year is 1 semester is a double project module in S1 only.

It is compulsory that in the first year of the degree (L4) students obtain both a Level 1 NGB award and complete the sports ambassador training. Students should hold appropriate CRB clearance or, as a condition of progression from L4 to L5, students must go through the CRB checking system in L4. This will be facilitated through the Sports Academy. Students will register through the Sports Centre for checking during S1.

BSc (Hons) Sports Coaching and Analysis – **Part time**

	Semester 1		**Semester 2**	
Year 1	Measurement in Sport and Exercise (compulsory}	20	Sports Psychology 1 (compulsory)	20
	Perception and Action 1 (Compulsory)	20	Anatomy and Physiology (compulsory)	20
Year 2	Nutrition Health and Disease (compulsory)	20	Biomechanics 1 (compulsory)	20
	Sports Psychology for Coaching (compulsory)	20	Sport and Exercise Nutrition (compulsory)	20
Year 3	Strength and Conditioning Theory (compulsory)	20	Sport Biomechanics and Analysis (compulsory)	20
	Placement (compulsory)			20
	Research Methods (compulsory)			20
Year 4	Notational Analysis and Performance (compulsory)	20	Applied Sports Psychology (compulsory)	20
	Sporting populations and coaching Groups (compulsory)	20	Advanced Strength and Conditioning (compulsory)	20
Year 5	Research Project (compulsory)	40		

Placements information

H. Course Modules

All modules are core modules. There are no optional modules on this course.

Module Code	Module Title	Level	Semester	Credit value	Assessment
ASC_4_402	Measurement in Sport and Exercise.	4	1	20	2 Coursework components
ASC_4_409	Nutrition, Health and Disease	4	1	20	Multi choice examination
AC_4_439	Perception and Action 1	4	1	20	2 Coursework components
ASC_4_404	Biomechanics 1	4	2	20	2 Coursework components
ASC_4_405	Sports Psychology 1	4	2	20	Coursework component
ASC_4_401	Anatomy and Physiology	4	2	20	Coursework and In-class test
ASC_4_405	Sports Psychology 1	4	2	20	2 Hour examination
ASC_5_429	Strength and Conditioning	5	1	20	1 Coursework component
ASC_5_424	Sports Psychology for Coaching	5	1	20	1 Coursework component
ASC_5_425	Placement	5	1 & 2	20	2 Coursework components
ASC_5_437	Research Methods	5	1 & 2	20	Coursework and statistical test
ASC_5_428	Sports Biomechanics and Analysis	5	2	20	1 Coursework component
ASC_5_429	Sport and Exercise Nutrition	5	2	20	2 Coursework components
ASC_6_430	Notational and Performance Analysis	6	1	20	1 Coursework component
ASC_6_431	Sporting Populations and Coaching Groups	6	1	20	1 Coursework component
ASC_6_433	Advanced Strength and Conditioning	6	2	20	1 Coursework component
ASC_6_432	Applied Sorts Psychology for Coaching	6	2	20	1 Coursework component
ASC_6_434	Research project	6	1 & 2	40	Research project.

I. Timetable information

Time tables will be provided to students via Moodle sites a as soon as possible before the start of each semester.
Typical contact hours for each week will range from 9 to 15 hours depending on the level of study and the modules that run in a semester. Modules that have laboratory sessions will normally have more contact time in a week that those without.
Each module is timetables for 1x3hour block in a week (except those with laboratory sessions). Classes are never scheduled on a Wednesday afternoon, so students can take part in sports activities.

J. Costs and financial support

Course related costs

- Additional expenses that may be incurred by a student in this course include the cost of text books, Professional Body and journal subscriptions. Uniforms and clothing may also be required to be

purchase for placement activities. Any extracurricular courses that a student wished to take that are NOT provided and supported financially by the University will also be an additional cost to the student.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

4162	Level 4 Module					
Programme outcome	**Skill Development 1**	**Anatomy and Physiology**	**Measurement in Sport and Exercise**	**Biomechanics**	**Nutrition Health and Disease**	**Sports Psychology**
A 1	T,D,A	T,D,A	T,A	T,D,A	T,A	T,D,A
A 2	T,D	D,A	D,A	D		T,A
A 3	D,A	A	T,A	D,A	D	D
A4	D					T,A
A5	T,D,A				T	D,A
A6		D,A	T,A	T,A	T,D	T,D
B 1	T,D	T,D,A	T,D,A	T,D,A	T,D	T,D,A
B 2	A	D,A	D	D	D	T,A
B 3	T,D	D	T,D	D,A	D	D
B 4	A	D,A	A	T,A		
C 1	T,D	T,A	T,A	T,A	D	T,D
C 2	D	D	T,D,A	D		D
C 3	T,A	D		D		D
C 4		T,D	T,D	T,A	T,D	
C 5		T,A	T,A	T,A		D

C 6	T,A		D	D		D
D1	D	D	T,A	D	D	D
D2	T,D,A	D,A	T,A	D	D	D
D3	D	D	D	T,A	D	D
D4	D,A	D,A	T,A	D,A	T,D	D,A
D5	D	D	T,A	D	T,D	D
D6	D	D,A	T,A	D		D
D7	T,A	D		D		D

4162	**Level 5 Modules**					
Programme outcome	**Placement**	**Sports Psychology for Coaching**	**Strength and Conditioning**	**Sport Biomechanics and Analysis**	**Sport and Exercise Nutrition**	**Research methods**
A 1	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	D,A
A 2	T,D,A	D,A	D	D,A	D	
A 3	D,A	D,A	D,A	D,A	D	T,DA
A4	T,D,A	D,A				A
A5	T,D,A	T,D,A	D,A	D,A	D,A	D,A
A6	D		D	T,D,A	D	A
B 1	D	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A
B 2	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,A
B 3	T,D,A	D	D	D	D	D
B 4	T,D,A	D,A	A	T,D,A	A	D,A
C 1	T,D,A	D,A	T,D,A	T,D,A	T,D,A	

C 2	D	D	T,D,A	T,D,A	T,D,A	T,D,A
C 3	T,D,A	D	T,D,A	D	D	D,A
C 4		T,D	T,D	T,D,A	T,D	
C 5	D,A	T,A	T,A	T,A	T,A	D
C 6	T,D,A	D	D	D	D	D
D1	D,A	D	D	D	D	T,D
D2	T,D,A	D,A	D,A	D,A	D	D,A
D3	T,D,A	D	D	D	D	D
D4	D,A	D,A	D,A	T,D,A	D,A	D,A
D5	D	D	D	T,D,A	D	D
D6	D,A	D,A	T,A	T,D,A	D,A	T,D,A
D7	T,D,A	D		D		D

4162	**Level 6 Modules**				
Programme outcome	**Sporting populations and groups**	**Applied Sports Psychology for Coaching**	**Advanced Strength and Conditioning**	**Notational and Performance Analysis**	**Research Project**
A 1	T,D,A	T,D,A	T,D,A	T,D,A	D,A
A 2	T,D,A	T,D,A	T,D,A	T,D,A	A
A 3	D,A	D,A	D,A	D,A	D,A
A4	T,D,A	D,A		D	A
A5	T,D,A	D,A	D,A	D,A	A
A6	D			T,D,A	A
B 1	D	T,D,A	T,D,A	T,D,A	D,A

B 2	T,D,A	T,D,A	T,D,A	T,D,A	D,A
B 3	D,A	T,D,A	D	D	D
B 4	T,D,A	D,A	A	T,D,A	D,A
C 1	D	D,A	T,D,A	T,D,A	D,A
C 2	D,A	D,A	D,A	D,A	T,D,A
C 3	T,D,A	D	T,D,A		D,A
C 4		T,D	T,D,A	T,D,A	D,A
C 5	D,A		T,A	T,A	D,A
C 6		D		D	T,D,A
D1	D	D	D	D	T,D,A
D2	D,A	D,A	D,A	T,D,A	D,A
D3	T,D,A	D	D	T,D	D,A
D4	D,A	D,A	D,A	T,D,A	D,A
D5	D	D	D	T,D,A	D,A
D6	D,A	D,A	D,A	T,D,A	T,D,A
D7		T,DA		D	D

Appendix B: Embedding the Educational Framework for Undergraduate Courses The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry- standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	The course is mapped to the requirements for Accreditation at L2 of the register of Exercise Professionals at L4. Students are required to carry out extracurricular practical study and theory and practical examinations to achieve accreditation The course includes a range of guest lecturer from professionals and alumni and there are opportunities to gain relevant work experience in the placement module and students are offered vocational coaching qualifications and training as a sports ambassador through the Academy of Sport.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	This is achieved in the modules Scientific Skills and Perception and Action 1. Students also have access and support from Skills for Learning Unit at the University and further tutorial support is provided via the Personal Tutoring system.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and	The modules in Scientific Skills and Anatomy and Physiology offer students the opportunity to work in groups. Team work is also required in the strength and conditioning modules; Sports biomechanics and analysis

	inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	module and laboratory based activities. Students are encouraged to work on tasks within a number of other modules across the degree.
Inclusive teaching, learning and assessment	Accessible materials, resources and activities All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Module Moodle sites provide students with access to a range of materials and resources. All students enrolled on a module will have access to the Moodle site and all module materials.
Assessment *for* learning	Assessment and feedback to support attainment, progression and retention Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Students are provided with a range of L4 assessments. Many of the modules develop the assessment throughout the semester therefore scaffolding the student development of assessment skills and the final summative assessment. This provides the opportunity for formative assessment and feedback prior to the final submission. This approach continues at both L5 and L6 in many of the modules.
High impact pedagogies	Research and enquiry experiences Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at	These opportunities are made available throughout the curriculum the following modules: Perception and Action 1 (L4); Scientific Skills (L4); Sports Psychology 2 (L5); Sports Biomechanics and Analysis (L5); Research Methods (L5); Notational Analysis and Performance (L6); and Research Project (L6). This is done

	level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	through the development of research knowledge and skills within the L4 modules and the L5 Research Methods module. It is also achieved via the development of competencies through small research assessment tasks in the other modules leading to the final year research project. Students may also have the opportunity to engage with staff research activities and apply for summer research scholarships when available.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	A number of the module teaching and assessment patterns require the students to carry out problem based learning tasks and to develop answers and solutions to examples of real world situations. This is clearly evident in the Sports Psychology, Nutrition and Research Project modules. The placement module requires students to complete a number of hours within a sports club working alongside a coach. Their placement requires the completion of a reflective diary and a performance report from the placement mentor.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Staff use a range of materials in the delivery of their courses that include images and video. Consideration is also given to cultural, religion and gender diversity when considering the challenges faced by sports performers. For example, the potential impact of Ramadan on athlete performance and the challenges faced by female athletes. The L6 module Sporting Populations and Coaching Groups clearly addresses a range of such issues.

Curricula informed by employer and industry need	Work-based learning Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Students are offered the opportunity to complete National Governing Body coaching courses and other relevant short courses that will support their employment opportunities. They can also train as Sports Ambassadors and obtain paid work via the Academy of Sport. Some of the modular assessments have role play assessments and a number require the students to work on case studies. The placement module provides an excellent opportunity for mentored coaching experience.
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	There are a board range of assessments that develop the students critical thinking, information processing, synthesis and writing skills. These skills are developed in a progressive manner from L4 to L6 in modules such as Perception and Action 1, Sports Psychology 2 and Applied Sports Psychology for Coaches. Scientific Skills; Research methods the Research Project. Module assessments include; Poster presentations; Mind map development; written essays; Written reports; Mini research projects; Laboratory reports; Journal paper reading and writing (final year project); case reports.
High impact pedagogies	Multi-disciplinary, interdisciplinary or inter-professional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be	This is achieved in the degree programme through assessments that requires students to work in groups on mini research projects and

	provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting inter-professional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	laboratory assessments. The final year project encourages students to carry out an interdisciplinary research investigation linked either to the research interests of the academic team or, with approval from an academic, their own research question
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	The curriculum in Sports and Coaching and Analysis is heavily focused on coursework assessment. There are a wide range of coursework formats across the modules. These include: Group and individual presentations; mind map development; laboratory reports; problem based learning tasks; mini research projects/investigations; poster presentations; essay's; reports/case study's; reflective diary and a major research project. Flexibility for the mode of assessment can be considered based on student needs and subject to academic decision.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	Through the personal tutoring system students are able to discuss career management skills with academic staff. There is career support available via the University Student Centre that staff can refer students too/students can access independently. Staff also aim to raise awareness of the skills and competencies required of sports coach/analyst both of which share common transferrable skills that are developed during study. Finally, where possible careers sessions will be organised where alumni are invited in to explain their
Curricula informed by	<u>Capstone project/dissertation</u>	The final year project requires the integration of a range of

employer and industry need / Assessment *for* learning / High impact pedagogies	The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	learning experiences that are initiated at L4, developed at L5 and advanced at L6. The project titles available to students are link to the research activities of staff. This offers students an opportunity to engage in contemporary research investigations to carry out a focused or interdisciplinary project that draws on the knowledge, skills and competencies they have developed during their study.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by student's outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions