



Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury College		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Equine		
Programme Title	BSc (Hons) Equestrian Sports Coaching		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Equestrian Sports Coaching (SW) BSc (Hons) Equestrian Sports Coaching		
Default Award Title	None		
Interim Award Titles	BSc Equestrian Sports Coaching BSc Equestrian Sports Coaching (SW) BSc Equestrian Sport Studies BSc Equestrian Sport Studies (SW) DipHE Equestrian Sports Coaching DipHE Equestrian Sport Studies Cert HE Equestrian Sport Studies		
Mode(s) of Study	FT /SW / PT		
Codes	UCAS: DC4F	JACS: D422	
	UNIT-e: ESCX	HESA:	
Relevant QAA Subject Benchmark Statements	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	1 September 2017	Valid from	1 September 2018
Amendment Approval Date	V2.0- 13 February 2018 V2.1- 01 March 2018	Amended with effect from	V2.1- 01 September 2018
Version	2.1		
Review Due By	1 September 2023		

Part 2: Educational Aims of the Programme

The programme is a three-year full time programme, with the option of doing a four year degree with a Sandwich Year between the second and third year. The programme seeks to underpin the principle that graduates not only serve the equestrian sports coaching industry, but also aid in the development of that industry. The programme seeks to produce graduates that will challenge current processes and practices and explore new concepts. Students are encouraged to adopt a critical approach and challenge orthodox thinking about equestrian sports coaching and teaching-related concepts. Students will be encouraged to think creatively to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the equestrian industry, reflecting ongoing developments in the coaching profession.

Not only will a student acquire and challenge contextual information, but they will also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme have been designed to enable them to develop self-confidence. Student-centred learning has been employed, which encourages students to develop an enquiring mind: a feature of this programme is the application of the subject in a practical context. Students will be encouraged to read widely both within the subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of equestrian sports coaching. As such, the teaching and learning process aims to enable students to develop:

Creative and analytical thinking arising from an intellectual understanding of equestrian sport coaching and related literature.

Personal qualities and interpersonal skills necessary for successful engagement in the equestrian sports coaching and teaching industries.

Knowledge and understanding of research-based and evidence-based practice within the sports coaching industry and application to equestrian sports to enable successful performance of horse and rider.

A wide range of practical and technical skills and the ability to contextualise these in the delivery of a variety of equestrian sports coaching programmes.

Ethical awareness arising from an understanding of the equestrian sports coaching industry and associated stakeholders.

Self-evaluation and reflective skills necessary for personal and professional development and accomplishment in the equestrian industry.

An extensive range of transferable skills, equipping students/graduates to flourish across a range of disciplines and industries.

Well-developed planning and vocational skills which will enable the student to be competent to relevant industry standards and immediately effective in the equestrian related occupations, through engagement within their coaching portfolios.

Students can benefit from gaining valuable work experience during the sandwich year work placement which is optional on this programme.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Graduates will have completed an individualised three year learning portfolio evidencing their theoretical understanding and practical application of core coaching skills as defined by the UK Coaching Framework and its related legal and ethical standards concerning coach employability. Portfolio work will see students demonstrating personal and professional skills across the full range of coaching practice within equestrian sport.

Graduates will have a personal coaching philosophy grounded in the programme's core concerns of reflection upon both practice and 'self', contextual to the needs of the equestrian athlete. The graduate has demonstrated key academic skills whilst investigating a self-chosen area of coaching practice research.

**Part 3: Programme Structure for :
BSc (Hons) Equestrian Sports Coaching**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
<div style="writing-mode: vertical-rl; transform: rotate(180deg);">ENTRY TO FOUNDATION YEAR</div>	Foundation Year	Not applicable	Not applicable.	<u>CertHE Equestrian Sport Studies</u> Credit requirements: 120 credits at level 3 or above of which no less than 100 credits at level 4 or above <u>DipHE Equestrian Sport Coaching</u> Credit requirements: 240 credits at level 3 or above of which not less than 220 are at level 4 or above, and not less than 100 are at level 5 or above. Must include Coaching Practice Portfolio (Coaching Theory) and Coaching Practice Portfolio (Coaching Pedagogy). <u>DipHE Equestrian Sport Studies</u> Credit requirements: 240 credits at level 3 or above of which not less than 220 are at level 4 or above, and not less than 100 are at level 5 or above.
	Year 1	Coaching Practice Portfolio – Coaching Theory (HSPXL4-30-4) Introduction to Equestrian Sport (HEQXN7-30-4) Equine Structure and Function (HEQXN4-30-4) Equitation (HEQXN6-15-4) Introduction to Sport and Exercise Psychology (HSPXLE-15-4)	Not applicable.	<u>DipHE Equestrian Sport Studies</u> Credit requirements: 240 credits at level 3 or above of which not less than 220 are at level 4 or above, and not less than 100 are at level 5 or above.
	Year 2	Coaching Practice Portfolio – Coaching Pedagogy (HSPXRS-30-5) Undergraduate Research Process (HANXU5-15-5) Horse and Rider Performance (HEQXRH-30-5)	Students are normally required to select 45 credits from the optional year 2 modules listed below: New Venture Creation (HSPXTX-15-5) Advanced Equitation (HEQXR5-15-5) The Reflective Coach (HSPXRY-15-5) Sport Psychology (HSPXRV-15-5) Equine Biomechanics (HEQXR8-15-5) Ground Schooling and Rehabilitation (HEQXRE-15-5) International Academic Study Portfolio (HANXRP-15-5) International Academic Study Project (HAN-XRQ-30-5) International Academic Study Extended Project (HANXRR-45-5) Study Trip (HSPXS6-15-5)	<u>BSc Equestrian Sport Coaching</u> Credit requirements: 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 at level 5 or above and not less than 60 credits are at level 6 or above. Must include Coaching Practice Portfolio (Coaching Theory), Coaching Practice Portfolio (Coaching Pedagogy) and Coaching Practice Portfolio (Reflective Coaching). <u>BSc Equestrian Sport Coaching (SW)</u> As BSc Equestrian Sports Coaching and credits must include HANVK6-15-5 <u>BSc Equestrian Sport Studies</u> Credit requirements: 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 at level 5 or above and not less than 60 credits are at level 6 or above.
	Optional Year	Sandwich Year Work Placement (HANVK6-15-5)		<u>BSc Equestrian Sport Studies</u> Credit requirements: 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 at level 5 or above and not less than 60 credits are at level 6 or above.
	Year 3	Coaching Practice Portfolio – Reflective Coaching (HSPV3U-30-6) Undergraduate Dissertation (HANV3R-45-6)	Students are normally required to select 45 credits from the optional year 3 modules listed below: Advances in Horse and Rider Performance (HEQV4G-30-6) Contemporary Issues in Equestrian Sport (HEQV4H-15-6) Contemporary Issues in Sports Education (HSPV3V-15-6) Sport Psychology in Action (HSPV4A-15-6) Sport Science for Coaches (HSPV4B-15-6)	<u>BSc Equestrian Sport Studies (SW)</u> As BSc Equestrian Sports Studies and credits must include HANVK6-15-5 TARGET AWARD: <u>BSc (Hons) Sport Coaching</u> Credit requirements: 360 credits at level 3 or above of which not less than 340 credits at level 4 or above, not less than 200 credits are at level 5 or above, and not less than 100 credits at level 6 or above. This must include all compulsory and core modules. This must include all compulsory modules. <u>BSc (Hons) Equestrian Sports Science (SW)</u>

				Credit Requirements: 360 credits at level 3 or above of which not less than 300 are at level 4 or above, not less than 210 are at level 5 or above and not less than 90 at level 6 or above. This must include all compulsory modules and the Sandwich Year Work Placement module.
GRADUATION				
Part time: The part time student journey from Entry through to Graduation is individually negotiated with the student.				

Part 4: Learning Outcomes of the Programme

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

Learning Outcomes:	Coaching Practice Portfolio – coaching theory					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching pedagogy					Coaching Practice Portfolio – coaching 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Part 4: Learning Outcomes of the Programme

1. Develop core coaching capabilities including the principles of session management, health and safety, communication, feedback and demonstrations.	√					√	√							√				√	√	√	√	√	√	
2. Teach technical and tactical skills applying principles of learning and principles of training for horse and rider.	√	√	√			√	√		√	√				√				√		√	√	√		
3. Enhance pedagogical skills and understanding through analysis and application of underpinning theory, with a strong awareness of the contextual nature of teaching and learning concepts within equestrian sports.	√		√			√	√							√				√	√	√	√	√	√	√
4. Plan, organise and deliver coaching sessions to a variety of equestrian athletes.	√					√								√				√						
5. Manage, motivate and mentor equestrian athletes as well as peers	√	√	√			√	√		√	√	√			√					√	√	√			
(D) Transferable skills and other attributes																								
1. Utilise problem solving skills in a variety of theoretical and vocational situations.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√
2. Manage time, prioritise workloads, recognise and manage personal emotions and stress.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√
3. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√		√	√	√	√	√
4. Recognise the needs, priorities and goals of learning and practice.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√
5. Use information management skills effectively, for example information technology and library resources, to enable published work to be both accessed, used and presented efficiently.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√		√	√	√	√	√
6. Understand career opportunities within the area of equestrian sports coaching, including academic progression and industry employment and begin to develop a career path.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√
7. Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel; including clients, peers, colleagues and managers within the equine industry.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√
8. Transfer skills and knowledge across a range of settings.	√	√	√	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours in year one and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Equestrian Sports Coaching programme, teaching is a mix of scheduled and independent learning. Staff understand that students learn through a variety of styles, therefore a range of methods are used. These include, but are not limited to; lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and business proposals.

Scheduled Learning

May include, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Virtual Learning Environment (VLE)

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Placement Learning

Will include an optional sandwich year between the second and third year of the programme. By the end of the course, these students will have benefitted from completing work experience with opportunities to reflect upon their personal development and improving levels of skills relevant to their programme. This experience will give each student a valuable insight into different aspects of industry (national or international) and may have helped formulate ideas of possible careers available following graduation.

International Academic Study

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established institution partners or by individual arrangement. All periods of study abroad would have to meet the institutions requirements before enrolment on the International Academic Study opportunity modules.

Careers

To support student career preparations, careers personnel visit the institution on a regular basis and the students can use available on-line resources. Tutors will also offer subject-specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

The programme and module learning outcomes are mapped directly to employment and employability standards described by National Occupational Standards. Furthermore, the design of the programme has been matched to current professional governing bodies and the Sport Coach UK (SCUK) Framework. For example, in line with the UK Coaching Framework, the assessment demands of each practical module and the reflective portfolios that surround them will ensure that the programme will maintain flexibility in content and student experience that will allow them to remain innovative and current.

The BSc (Hons) Equestrian Sports Coaching directly addresses employer and industry needs with modules delivering employability standards (for example practical work and health and safety) as well as key theoretical material (not least a focus on pedagogy and the distinct learning needs of riders in a practical environment).

Staff contributing to the programme have significant experience in professional activity closely related to coach education in a variety of contexts. Several modules relate directly to staff research agendas and this will provide for current content and informed delivery across the full range of topic areas. The programme invests heavily in providing significant practical experience in a range of authentic equestrian coaching environments, and this real world experience and the practitioner skills and awareness it develops will always interest potential employers. Similarly the balance of theory and applied work across the programme provides a course experience directed to appreciating work place 'skills in' coaching.

The introduction and continuing process of portfolio-based work is in line with future directions of coach education practice across the industry. The amount of practical coaching demanded by the programme is in line with current industry thinking and demands from employers and coach education as a whole. As such the course focuses on student self-improvement through better supported networks that enable them to deal with diverse coaching cultures; this inevitably will contribute towards a more appropriately qualified equestrian coach. The institution commits to providing added value for its students in terms of coaching awards, collaborations with practising coaches and off-site visits.

Those students that wish to develop their vocational skills can do so by completing 40 weeks in placement, as part of a sandwich award.

Physical resources will also be fully utilised and integrated to support the delivery of this programme and the acquisition of industry standard practical skills enabling our students to lead the way in the coaching of equestrian sports. These resources include:

Two World Class Championship arena (indoor and outdoor)

Two outdoor arenas

Two indoor arenas (60m x 24m, 60m x 21m)

Horse trials courses and cross-country schooling field

Stabling for over 200 horses

Equine Veterinary and Therapy Centre including:

Water treadmill

High speed treadmill

Diagnostic equipment including digital radiography, video endoscope, ECG etc.

Electrotherapy equipment

The International Equine Arena also includes:

70 x 40 metre competition arena

additional indoor warm up facilities

seating for six hundred spectators

panoramic restaurant

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application. Students will be assessed within a variety of coaching practical domains e.g. peer coaching and coaching flatwork, jumping, groups and individuals to suit industry requirements.

A key feature of the BSc (Hons) Equestrian Sports Coaching is the assessed portfolios, completed during each year of study. Portfolios offer the opportunity for students to align undergraduate study to existing professional work programmes, which maximise the authenticity of their independent learning. Coaching learning portfolios involve coaches in individual and group reflection, the critically challenging act of thinking about coaching practice, and constructing (and communicating) a sense of the learning experience as a coherent developmental process. Such thinking and sharing are the linchpins of lifelong, active learning and every practitioner's professional development (Zubizarreta, 2013). Through investment in and accumulation of a coaching portfolio one might start to develop their ability to critically reflect and practice with purpose (Guise, Scott and Holt, 2013), thus continually becoming a more appropriately qualified practitioner (Sport Coaching Framework, 2013). Therefore, coaching portfolio assessments will comprise: 2 formally graded coaching sessions, formatively observed coaching sessions throughout the year, a personal reflective review of the coaching year including a detailed action plan, a review of coaching theory literature that has been applied to coaching practice; evidence of continual professional development (CPD) and a reflection of this CPD.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for BSc (Hons) Equestrian Sports Coaching

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 4	Coaching Practice Portfolio – Coaching Theory				A (50)		B (50)				B (P/F)
	Introduction to Sport and Exercise Psychology	A (50)						B (50)			
	Introduction to Equestrian Sport		A (50)					B (50)			
	Equine Structure and Function										A (100)
	Equitation	A (50)						B (50)			
Compulsory Modules Level 5	Coaching Practice Portfolio – Coaching Pedagogy				A (40)						B (60)
	Horse and Rider Performance						A (40)	B (60)			
	Undergraduate Research Process								A (100)		
Optional Modules Level 5	Advanced Equitation	A (50)						B (50)			
	New Venture Creation						A (100)				
	Equine Biomechanics		A (50)					B (50)			
	The Reflective Coach						A (25)	B (75)			
	Sport Psychology										A (100)
	Ground Schooling and Rehabilitation				A (60)			B (40)			
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
	International Academic						A (25)				B (75)

	Study Extended Project										
	Study Trip					A (100) G					
Optional Year	Sandwich Year Work Placement									A (100)	
Compulsory Modules Level 6	Coaching Practice Portfolio – Reflective Coaching					A (50)				B(50)	
	Undergraduate Dissertation								A (100)		
Optional Modules Level 6	Advances in Horse and Rider Performance					A (60)	B (40)				
	Contemporary Issues in Equestrian Sport					A (25)	B (75)				
	Contemporary Issues in Sports Education					A (50)		B(50)			
	Sport Psychology in Action						A (100)				
	Sport Science for Coaches		A (100)								

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences; Events, Hospitality, Leisure, Sport and Tourism;

Relevant QAA subject Benchmark Statements have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of

academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

The proposed modules for the BSc (Hons) Equestrian Sports Coaching programme are based on well-established teaching areas within the institution. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction and staff/student feedback:

Various Vocational Panel meetings have been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

Mock Validation

Field of Sports Coaching and Sports Science Vocational Panel

Field of Equine Science Vocational Panel

Undergraduate Equine Staff Student Liaison Group Meetings

Programme Development Team Meetings

External and Internal Industry Professional Consultations

Market Impact Assessment

Sport Coach UK Framework mapping

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

Sports Coach UK Framework

Developed in line with the Sports Coach UK Framework (embedding excellent coaching practice).

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the Institution's website.