

KEY PROGRAMME INFORMATION

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| Originating institution(s) Bournemouth University | Faculty responsible for the programme Faculty of Business and Law | |
| Final award(s), title(s), and credit BSc (Hons) Sport Coaching | | |
| Intermediate award(s), title(s), and credits Diploma of Higher Education (DipHE) Sport Coaching (requires 240 credits; 120 ECTS credits) Certificate of Higher Education (CertHE) Sport Coaching (requires 120 credits; 60 ECTS credits) | | |
| UCAS Programme Code(s) (where applicable and if known) C602 | HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. 100095 | |
| Does this programme require ATAS: YES/NO | | |
| External reference points QAA Subject Benchmark Statement - Events, Hospitality, Leisure, Sport, and Tourism (2019) | | |
| Professional, Statutory and Regulatory Body (PSRB) links Not applicable | | |
| Places of delivery Bournemouth University (Talbot Campus) | | |
| Mode(s) of delivery Full-time in-person | Language of delivery English | |
| Typical duration 3 years full time with 6-weeks placement or 4 years full time with 30-week sandwich placement | | |
| Date of first intake September 2025 | Expected start dates September | |
| Maximum student numbers 150 | Placements Students must complete a compulsory placement of 6 weeks ('short') as part of a 3-year full-time degree or a minimum of 30 weeks ('long') as part of a 4-year Sandwich degree. Placements are normally required to be completed prior to progression to Level 6 Students must find their own placements but will be supported by the Programme Team and Placement coordinators. Placements must be approved for suitability prior to being undertaken. | |
| Partner(s) Not applicable | Partnership model Not applicable | |
| Date of this Programme Specification April 2026 | | |
| Version number v2.1-0926 | | |
| Approval, review, or modification reference numbers E242505, approved 24/01/2025 BAL 2526 10, approved 02/04/2026, previous version 2.0 -0926 | | |
| Author Dr Alice Hunter | | |

Programme Specification – Section 1

PROGRAMME STRUCTURE

| Programme Award and Title: BSc (Hons) Sport Coaching | | | | | | | | |
|--|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|---|
| Year 1/Level 4 | | | | | | | | |
| Students are required to complete 6 core units. | | | | | | | | |
| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Studying Sport | Core | 20 | | 50 | 50 | 36 | 1.1 | 100098 |
| Understanding the Sport Industry | Core | 20 | | 100 | | 36 | 1.0 | 100096 |
| Sport, Culture and Society | Core | 20 | | 50 | 50 | 36 | 2.0 | 100098 |
| Foundations of Coaching Practice | Core | 20 | | 50 | 50 | 36 | 1.0 | 100095 |
| Exploring Coaching Practice | Core | 20 | | 100 | | 36 | 1.0 | 100095 |
| Introduction to Sport and Exercise Psychology | Core | 20 | | 100 | | 36 | 1.0 | 100433 |
| Progression requirements: Students require 120 credits at Level 4 Exit qualification: Certificate of Higher Education (CertHE) Sport Coaching (requires 120 credits at Level 4) | | | | | | | | |

Programme Specification – Section 1

Year 2/Level 5

Students complete 4 core units and 2 option units.

To ensure a high-quality student experience, option units require minimum numbers to run and so they may only be available on a semester-by-semester basis. We will continually review options units to ensure that they remain current and relevant and so the options units may change from year to year. In instances of changes, students will be notified in advance of a semester starting.

| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
|---|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|---|
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Research Methods for Sport | Core | 20 | | 100 | | 36 | 1.0 | 10098 major / 10097 minor / 10095 minor |
| Issues and Controversies in Sport, Culture and Society | Core | 20 | | 50 | 50 | 36 | 2.0 | 10098 major / 10095 minor / 10097 minor |
| Safe Sport | Core | 20 | | 50 | 50 | 36 | 2.0 | 10096 10097 balanced |
| Enhancing Coaching Practice | Core | 20 | | 50 | 50 | 36 | 1.0 | 100095 |
| Advances in Sport and Exercise Psychology | Option | 20 | | 100 | | 36 | FHSS 2.0 | 100433 |
| Developing Sport in Practice | Option | 20 | | 50 | 50 | 36 | 1.0 | 10096 major |
| Consuming Sport | Option | 20 | | 60 | 40 | 36 | 2.0 | 10097 major |
| Professional Development for the Sport and Event Industries | Option | 20 | | 100 | | 36 | 1.0 | 10097 / 10083 balanced |
| Managing Esports | Option | 20 | | 50 | 50 | 36 | 1.0 | 10097 |
| Sport Economics | Option | 20 | | 50 | 50 | 36 | 1.0 | 100096 major 100449 minor |
| The Live Event | Option | 20 | | 50 | 50 | 36 | 1.0 | 100083 major / 100097 minor |
| Performance Analysis | Option | 20 | | 100 | | 36 | FHSS 2.0 | 101379 |

Progression requirements: Requires 120 credits at Level 5.

Exit qualification: Diploma of Higher Education (DipHE) Sport Coaching (requires 120 credits at Level 4 and 120 credits at Level 5).

Compulsory/Optional placement year in industry/business:

Students must complete a compulsory placement of 6 weeks ('short') as part of a 3-year full-time degree or a minimum of 30 weeks ('long') as part of a 4-year Sandwich degree. Placements are normally required to be completed prior to progression to Level 6.

A short placement is usually completed between Level 4 and Level 5 or between Level 5 and Level 6.

A long placement should be completed between Level 5 and Level 6. Exemption for the long placement is possible where a student has worked in industry/business at a relevant level. Exemptions are subject to approval by the Accreditation of Prior Learning (APL) Board.

Detailed guidance on Placements is given within the BUBS Placement Handbook.

Progression requirements: A minimum of 120 credits at Level 5, and satisfactory completion of either a short placement (6-week) as part of a 3-year degree award, or a long placement (30-week) as part of a 4-year sandwich degree.

Programme Specification – Section 1

Year 3/Level 6

Students on BSc (Hons) Sport Coaching are required to complete 120credits at Level 6.

*This includes the completion of either a final year Dissertation (40credit or Applied Sport Project (40credits) and one core unit (Advancing Coaching Practice – 20 credits). The remaining 80credits will derive from students selecting three optional units.

To ensure a high-quality student experience, option units require minimum numbers to run and so they may only be available on a semester-by-semester basis. We will continually review option units to ensure that they remain current and relevant and so the option units may change from year to year. In instances of changes, students will be notified in advance of a semester starting.

| Unit Name | Core/ Option | No. of Credits | Assessment Element Weightings | | | Expected Contact hours per unit | Unit Version No. | HECoS Code (plus balanced or major/ minor load) |
|--|-----------------|-------------------|----------------------------------|----------|----------|--|------------------------|---|
| | | | Exam 1 | Cwk 1 | Cwk 2 | | | |
| Dissertation (Sport) | Option* | 40 | | 100 | | 20 | 1.0 | 100098 |
| Applied Sport Project | Option* | 40 | | 50 | 50 | 20 | 1.1 | 100097 / 100095 balanced |
| Advancing Coaching Practice | Core | 20 | | 50 | 50 | 36 | 2.0 | 100095 |
| Developing People in Sport | Option | 20 | | 100 | | 36 | 1.0 | 100096 major / 100095 minor / 100097 minor |
| Applied Sport and Exercise Psychology | Option | 20 | | 100 | | 36 | FHSS v2.0 | 100433 |
| Applied Performance Analysis | Option | 20 | | 100 | | 36 | FHSS v1.0 | 101379 |
| Strategy and Leadership | Option | 20 | | 50 | 50 | 36 | 2.0 | 100083 / 100097 / 100100 balanced |
| Entrepreneurship and Innovation in Sport | Option | 20 | | 100 | | 36 | 1.0 | 100097 |
| Sport Spaces and Physical Cultures | Option | 20 | | 50 | 50 | 36 | 1.0 | 100098 major / 100505 minor |
| Using Data in Sport Business | Option | 20 | | 30 | 70 | 36 | 1.0 | 100097 major / 101221 major |

Exit qualification: BSc (Hons) Sport Coaching.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of 6-week placement.

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a 30-week placement.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed, agile, and resourceful sport coaching graduates, who:

1. Possess a coherent, detailed knowledge and understanding of the industry of sport coaching and its underpinning theories, principles, and concepts.
2. Critically evaluate a range of sport coaching contexts and systematically apply knowledge to industry practices and are able to identify areas of weakness within existing practice in order to provide appropriate interventions which are ethical, sustainable, and relevant within the sport coaching industry.
3. Clearly demonstrate applied understanding of core theories, concepts, and research within the sport coaching landscape.
4. Demonstrate personal professional skills associated with ethical and sustainable coaching practice to be able to lead and influence in sport contexts and scenarios ranging from community interventions, grassroots sport through to professional and elite sporting environments.
5. Possess key qualities such as initiative, personal responsibility, ethical understandings of diversity and inclusion, critical thinking, and decision-making skills to successfully transition into the workplace or into further study based on their applied experiences throughout the degree programme.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

BSc (Hons) Sport Coaching is aligned with Bournemouth University's 2025 (BU2025) strategic vision to be recognised world-wide as a leading university for inspiring learning, advancing knowledge, and enriching society through the fusion of education, research, and practice. Whilst all BU2025 themes are reflected in aspects of this Sport Coaching degree programme, those best reflected are the themes of *Health and Well-being* and *Business and Economic Sustainability*. The BU2025 core values of inclusivity and responsibility and of impacting society are explicitly reflected in the aims and outcomes of the Sport Coaching degree which seeks to enhance sport and society through ethical and sustainable coaching practice in a range of contexts. The curriculum is research-led and strongly industry informed through our extensive links with practitioners, graduates, and partners (e.g., AFC Bournemouth). It contains opportunities for students to co-create and engage with industry bodies, such as, including local community groups, businesses, and elite sport clubs through, and in addition to, learning and assessment strategies. This Sport Coaching programme embeds a distinctive *Fusion learning approach* into content delivery and assessment.

The programme contains opportunities for students to co-create and engage with industry including local community groups and elite sport clubs through learning and assessment strategies. There is a comprehensive range of co-curricular learning opportunities for students to enhance their experience and develop transferable skills for employment or further study, and all students have the opportunity to engage in a placement (minimum 6 weeks) and international study. Crucially the Sport Coaching degree provides clear opportunities for interdisciplinary learning within and across units of study offered

Programme Specification - Section 2

from BSc (Hons) Sport and Exercise Science and BSc (Hons) Sport Management whilst maintaining a distinctive sport coaching focus that is underpinned by BU2025 values. The Sport Coaching curriculum supports students to develop graduate attributes including collaboration and teamwork, citizenship and societal contribution, global outlook and innovation and entrepreneurship.

More detail about Bournemouth University's Strategic plan can be found [here](#).

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals, and is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment, and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection, and practice through placements).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians, and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

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| A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of: | The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes: |
| A1 core concepts, theories, and principles of relevance to the global practice of sport coaching alongside advanced understanding of how limitations and issues may be remedied in practice; | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• lectures (A1 – A4);• seminars (A1 – A4);• workshops (A1 – A4);• directed reading (A1, A3);• peer-learning (A2 – A3);• use of the VLE (A1-A4);• independent research (A4). |
| A2 cutting-edge research as it applies to sport coaching broadly, and students chosen specialisms, specifically; | |
| A3 pervasive contemporary and emerging issues that are critical to developing theoretically informed practice in the global sport industry; | |

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| <p>A4 appropriate methodologies and skills that demonstrate competency and independence in practices to identify high-quality evidence, generate data, and communicate results to specialist and non-specialist audiences.</p> | <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • essays (A2 – A4); • reports (A1 – A4); • presentations (A1 – A4); • dissertation or applied sport project (A4). |
| <p>B: Intellectual skills</p> <p>This programme provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:</p> |
| <p>B1 critically evaluate relevant concepts, theories, and principles of relevance to sport coaching and related disciplines to create informed positions on the limitations and issues with existing practice;</p> <p>B2 critically analyse a range of sources to develop theoretically informed solutions to challenges and problems faced in sport coaching and related disciplines;</p> <p>B3 critically engage with existing case studies, policies, and practices to develop applied solutions to manage complexity, uncertainty, and ambiguity in sport coaching and related disciplines;</p> <p>B4 communicate critical applications of knowledge to a range of issues and problems that affect sport managers and leaders;</p> <p>B5 Conduct independent research that demonstrates a capacity to identify issues and apply appropriate research methods and analytical approaches to advance knowledge of sport coaching and related disciplines.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1 - B5); • seminars (B1 – B5); • workshops (B1 – B5) • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (for dissertation or applied sport project) (B1 – B5). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (B1 – B5); • reports (B1 – B5); • presentations (B1 – B5); • dissertation or applied sport project (B5). |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 develop evidence-based solutions to problems and issues in sport management, which demonstrate ethically and socially responsible coaching practices;</p> <p>C2 demonstrate systematic understanding of relevant concepts, theories, and principles to evaluate and communicate the impact of different pedagogical approaches used by sport organisations and their interested parties in different sectors of the sport industry;</p> <p>C3 apply impactful, ethical, and socially responsible problem-solving and practical innovations to issues and problems in the sport industry;</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1 - C3); • seminars (C1 – C4); • workshops (C1 – C4); • independent research for empirical dissertation (C1 – C2); • group exercises (C3 – C5). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (C2 – C4); • reports (C1 – C4); |

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| <p>C4 use appropriate methodologies, analytical techniques, and skills (including competent and independent use of information technologies and online environments) to source evidence, generate data, and communicate results to appropriate academic standards.</p> | <ul style="list-style-type: none"> • presentations (C1 – C4); • dissertation or applied sport project (C4). |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 demonstrate initiative, and exercise personal responsibility in the successful management and leadership of independent and collaborative projects;</p> <p>D2 deploy advanced interpersonal skills including listening, negotiating, persuasion and presentation in relation to specialist and non-specialist audiences;</p> <p>D3 demonstrate awareness, openness, and sensitivity to diversity in coaching practice in a range of contemporary sport coaching and related disciplinary contexts;</p> <p>D4 manage a process of continued development and lifelong learning in enterprising, innovative, ethical, socially responsible, and professionally appropriate ways.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (D1 – D4); • seminars (D1 – D4); • workshops (D1 – D4); • use of the VLE (D1 – D4); • directed reading (D1 – D4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (D1 – D4); • reports (D1 – D4); • presentations (D1 – D4); • dissertation or applied sport project (D1 – D4). |

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 issues and limitations associated with theories, paradigms, and concepts of relevance to sport coaching and related disciplines;</p> <p>A2 issues and limitations with different forms of evidence used to develop knowledge of sport coaching, pedagogy, and related disciplines;</p> <p>A3 issues and needs of different invested parties, and groups, within the area of sport coaching;</p> <p>A4 methods of enquiry in sport coaching, and the ability to critically evaluate the appropriateness of different approaches to solving problems.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • workshops (A1 – A4); • directed reading (A1 – A4); • peer-learning (A2 – A3); • use of the VLE (A1 – A4); • independent learning (A4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (A2 – A4); • reports (A1 – A4); • presentations (A1 – A4); • mini-dissertation (A1 – A4); |

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| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 critically evaluate concepts, theory, and principles of relevance to sport coaching and related disciplines;</p> <p>B2 critically analyse and interpret various sources of information to develop coherent and logical arguments about specific issues and controversies in accordance with sport coaching theories, concepts, and principles;</p> <p>B3 critically engage with existing case studies, policies, programmes, and practices to identify weaknesses or limitations in approaches to developing coaching provisions in sport;</p> <p>B4 effectively communicate critical arguments about evidence, research, and practice in the context of sport coaching;</p> <p>B5 develop a critically informed and viable plan for an independent research project.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1 – B5); • seminars (B1 – B5); • workshops (B1 – B5); • directed reading (B1 – B5); • use of the VLE (B2 – B5); • independent research (B1 – B5). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (B2 – B5); • reports (B1 – B5); • presentations (B1 – B5); • mini-dissertation (B1 – B5). |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 undertake applied tasks (such as practical coaching sessions with peers, or community groups) to demonstrate ability to coach in various contexts either independently or as part of a team;</p> <p>C2 critically assess, interpret, and communicate the impact of different pedagogical approaches used by sport organisations and their interested parties in different sectors of the sport industry;</p> <p>C3 apply principles of sport coaching to demonstrate understanding of issues and limitations in a range of historical and current sport-based scenarios;</p> <p>C4 use advanced skills to locate, analyse and communicate appropriate knowledge about the sport coaching industry to specialist and non-specialist audiences.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1 – C3); • seminars (C1 – C4); • workshops (C1 – C4); • independent research (C1 – C4); • group exercises (C3 – C4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (C2 – C4); • reports (C1 – C4); • presentations (C1 – C4); • mini-dissertation (C1 – C4). |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 advance initiative, and exercise personal responsibility in the independent and collaborative projects;</p> | <p>Learning and teaching strategies and methods:</p> |

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| <p>D2 use interpersonal skills to communicate information, ideas, problems, and solutions to specialist and non-specialist audiences;</p> <p>D3 demonstrate awareness, openness, and sensitivity to diversity in the coaching of sport;</p> <p>D4 engage in a personal and interpersonal process of continuous professional development in preparation for placement.</p> | <ul style="list-style-type: none"> • lectures (D1 – D4); • seminars (D1 – D4); • workshops (D1 – D4); • use of the VLE (D1 – D4); • directed reading (D1- D4). |
| | <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • examinations (D1 – D4); • essays (D1 – D4); • reports (D1 – D4); • presentations (D1 – D4); • mini-dissertation (D1 – D4). |

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

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| <p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>A1 underlying concepts, theories and principles that are relevant to sport coaching and related disciplines;</p> <p>A2 the importance of diverse types of evidence through which knowledge and understanding about sport coaching and related disciplines may be obtained;</p> <p>A3 the needs of different organisational types and relative parties in the sport industry;</p> <p>A4 the appropriateness of different techniques and approaches to developing understanding of sport coaching and related disciplines.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (A1 – A4); • seminars (A1 – A4); • workshops (A1 – A4); • directed reading (A1, A3); • peer-learning (A2 – A3); • use of the VLE (A4); • independent research (A5). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • essays (A2 – A4); • reports (A1 – A4); • presentations (A1 – A4). |
| <p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>B1 interpret theories, concepts and principles that are relevant to the multi-disciplinary field of sport coaching;</p> <p>B2 present, evaluate and interpret different sources of academic and non-academic evidence to make sound judgements in accordance with basic theories and concepts;</p> <p>B3 evaluate the appropriateness of different approaches to coaching sport;</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (B1 – B4); • seminars (B1 – B4); • workshops (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B2 – B4); • independent learning (B1 – B4). <p>Assessment strategies and methods:</p> |

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| <p>B4 accurately communicate about theories, concepts, and principles of sport coaching.</p> <p>B5 develop introductory skills that will enable the reading and interpretation of academic sources as a basis for independent research.</p> | <ul style="list-style-type: none"> • examinations (B3, B2); • essays (B2 – B4); • reports (B1 – B4); • presentations (B1 – B4). |
| <p>C: Practical skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>C1 undertake practical tasks developing the ability to coach sports in a variety of contexts, either independently or as part of a team;</p> <p>C2 evaluate and communicate the potential impact of different pedagogical approaches in sport coaching;</p> <p>C3 apply basic principles of sport coaching to a variety of situations and contexts in the industry;</p> <p>C4 use appropriate skills, including information technologies and online environments, to locate appropriate sources of evidence.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (C1 – C3); • seminars (C1 – C4); • workshops (C1 – C4); • independent research (C1 – C2); • group exercises (C3 – C4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • examinations (C3, C2); • essays (C2 – C4); • reports (C1 – C4); • presentations (C1 – C4). |
| <p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p> | <p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p> |
| <p>D1 make decisions and take personal responsibility, in the completion of independent and collaborative projects;</p> <p>D2 use interpersonal skills to accurately communicate information, ideas, and problems through structured and coherent arguments;</p> <p>D3 demonstrate awareness, openness, and sensitivity to diversity in the coaching of sport;</p> <p>D4 manage their own learning and development in a proactive manner.</p> | <p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • lectures (D1 – D4); • seminars (D1 – D4); • workshops (D1 – D4); • use of the VLE (D1 – D4); • directed reading (D1 – D4). <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • examinations (D1 – D4); • essays (D1 – D4); • reports (D1 – D4); • presentations (D1 – D4); • dissertation (D1 – D4). |

Programme Specification - Section 2

Programme Skills Matrix

| Programme Intended Learning Outcomes Units | | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | B 5 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | D 4 |
|--|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| L6 | Dissertation (Sport) | X | X | X | X | X | | | X | X | | X | | X | X | X | X | X |
| L6 | Applied Sport Project | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| L6 | Advanced Coaching Practice | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| L6 | Developing People in Sport | X | X | X | | X | X | X | X | | X | X | | | X | X | X | X |
| L6 | Applied Sport and Exercise Psychology | X | X | X | | X | X | X | X | | X | X | X | X | X | X | X | X |
| L6 | Applied Performance Analysis | | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| L6 | Strategy and Leadership | X | X | X | | X | X | X | X | | X | X | X | | X | X | X | X |
| L6 | Entrepreneurship and Innovation in Sport | X | X | X | | X | X | X | X | | X | X | X | | X | X | X | X |
| L6 | Sport Spaces and Physical Cultures | X | X | X | | X | X | X | X | | X | X | | | X | X | X | X |
| L6 | Using Data in Sport Business | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| L5 | Research Methods for Sport | X | X | | X | X | X | X | X | X | | X | X | X | X | | X | |
| L5 | Issues and Controversies in Sport, Culture and Society | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | |
| L5 | Safe Sport | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | |
| L5 | Enhancing Coaching Practice | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| L5 | Advances in Sport and Exercise Psychology | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| L5 | Developing Sport in Practice | X | X | X | X | X | X | X | X | | X | X | X | X | X | | X | |
| L5 | Consuming Sport | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | |
| L5 | Professional Development for the Sport and Event Industries | X | | | | X | | | X | | X | X | | X | X | | X | X |
| L5 | Managing Esports | X | X | X | X | X | X | X | X | | X | X | X | X | X | | X | |

Programme Specification - Section 2

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|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L5 | Sport Economics | X | X | | X | X | X | X | | X | X | X | X | | X | | X |
| L5 | The Live Event | X | | X | | X | X | | X | | X | X | X | X | X | X | X |
| L5 | Performance Analysis | | X | X | X | X | X | X | | X | X | X | X | X | X | X | X |
| L4 | Studying Sport | X | X | | X | X | X | | X | X | X | | X | X | X | X | X |
| L4 | Understanding the Sport Industry | X | X | X | | X | X | | | X | X | | X | X | X | X | X |
| L4 | Sport, Culture and Society | X | X | X | | X | X | | X | X | X | | X | X | X | X | X |
| L4 | Foundations of Coaching Practice | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| L4 | Exploring Coaching Practice | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| L4 | Introduction to Sport and Exercise Psychology | X | X | | X | X | X | | X | X | | | X | X | X | X | X |

ADMISSION REGULATIONS

The entry requirements can be viewed on the university website: [Courses | Bournemouth University](#)

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations (6A Standard Assessment Regulations Undergraduate). **All documents can be accessed [here](#).**

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

All undergraduate students will undertake a form of placement as it is recognised that placement is a key driver of employability. The length of placement is optional. Students can complete a one-year (minimum 30 week) placement as part of a four-year degree programme or a summer (minimum 6 week) placement as part of a three-year degree. Placements are not defined as a unit. Placements are normally required to be completed prior to progression to Level 6.