

# HNC in Community Coaching for England

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<b>Teaching Institution:</b>	<b>Herefordshire, Ludlow and North Shropshire College</b>
<b>Campus:</b>	<b>Hereford</b>
<b>Awarding Body:</b>	<b>Pearson</b>
<b>Final Award:</b>	<b>HNC</b>
<b>Intermediate Award(s):</b>	<b>N/A</b>
<b>Mode of Study:</b>	<b>Full-time</b>
<b>Qualification number:</b>	<b>603/7857/8</b>
<b>Date of programme specification preparation/revision:</b>	<b>17/10/25</b>

## **Educational aims of the programme**

The aim of the Higher National Certificate in Sport – Community Coaching for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the UK Coaching sector and adapt to a constantly changing world. The qualifications aim is to widen access to higher education and improve the career prospects of those who take them. It offers an in-depth introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of specific knowledge, skills and experience thorough the selected Units.

## **QAA and professional academic standards and quality**

The HNC Sport – Community Coaching for England is located at Level 4 of the framework for Higher Qualifications (2014). The following institutions have shared time and expertise to develop the award:

CIMPISA, Core Coach Foundation, Gloucestershire Hockey Association, British Aikido Board, Progressive Martial Arts, LM Academy, Sport Coach UK, Careers in Sport, Sport and Beyond, Loughborough College, University of Surrey, The City of Liverpool College, Leeds Beckett, University of Gloucestershire, AoC Sport, North Yorkshire Outdoor Learning Service, SCL, Life: Labs, Reading FC, Inside Performance, Oxford Brookes.

## **Higher-level Skills**

On completion of this programme, learners studying the HNC Community Coaching for England will be able to:

- Demonstrate a sound knowledge of the fundamental concepts, values and principles of Community Coaching, and the skills to perform effectively as a worker in a number of different settings in the Community Coaching sector.
- They will be able to communicate accurately and appropriately, and they will have the behaviours and qualities needed for employment that requires some degree of personal responsibility.
- They will have developed a range of transferrable skills to ensure effective team working, independent initiative, organisational competence and problem-solving strategies.
- They will also demonstrate regard for the ethical responsibilities of those working in the Community Coaching sector and the importance of their role in supporting the development of those they are responsible for.
- They will be adaptable and flexible in their approach to work, showing resilience under pressure, and the ability to meet challenging targets within a given reasonable pre-set timeframe.

Students need both good qualifications and employability skills to enhance their career prospects and personal development. Pearson BTEC Higher National Sport qualifications embed throughout the programme, the development of key skills, attributes and strengths required by 21st century employers. Where employability skills are referred to in this specification, this generally refers to skills in three main categories:

- Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

### Course Structure

The HNC Community Coaching for England is a qualification with a minimum of 120 credits of which all 8 mandatory units being 15 credits each. At level 4 students develop a solid foundation of knowledge in Sport – Community Coaching for England. Students will build essential skills, knowledge and behaviours necessary for those in the Coaching sector whilst working through several subject-specific and core units to better prepare them for further study or employment in the sector. Students will have the opportunity to undertake relevant National Governing Body awards and additionality relevant to their programme of study.

#### Level 4 units

Unit Number		Unit Level	Unit Credit
Mandatory units			
1	Nutrition	4	15
2	Fundamentals of Sport and Exercise Psychology	4	15
3	Anatomy and Physiology	4	15
4	Professional Skills (Pearson Set)	4	15
5	Coaching Practice and Skill Development	4	15
6	Training, Fitness, Testing	4	15
7	Lifestyle Coaching	4	15
8	Community Coaching	4	15

### Learning and Teaching Methods

- Students will develop their knowledge and understanding of: outdoor adventure management; their values and beliefs; specific adventure education pedagogy and more

generic leadership, coaching and management principles. This knowledge and understanding will be developed both through college-based work and work-based learning opportunities.

- Students will explore and critically evaluate the application of theoretical concepts to various practical settings.
- Knowledge and understanding is assessed through a range of different assessment opportunities in every unit. For example, students will apply coaching principles to activities whilst delivering practical based sessions. Students will be required to provide written reports exploring the key principles of coaching practice, compare coaching practices, investigate effective learning environments. They will also plan, deliver and evaluate on coaching sessions that they run.
- Every unit provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining underpinning philosophy, values and beliefs and the impact these have on the delivery of Community Coaching a range of activities. Also, peer led activities and opportunities to lead and coach external groups and reflect on the process.
- Students will engage with the research process, by exploring a variety of research methods, in the completion of a research project.
- Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs.
- At every level, students have different opportunities to develop their skills and understanding in a practical setting, ranging from small group sessions involving pupils from local schools to larger scale events.
- In all practical units, students are engaged in tasks and where appropriate assessments, which help them to develop their personal skills across a range of relevant disciplines, guidance and support is provided to enable students to undertake relevant national governing body awards.
- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development.

## Teaching

Students are taught through a combination of workshops, lectures, seminars, outdoor and indoor practicals. Workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practicals are focused on developing subject specific skills and applied individual and group project work. The Community Coaching focused practical's will be based in a variety of locations and are focused on developing the skills and knowledge required to safely and effectively lead and coach a variety of activities.

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the units on the course.

In a typical week, students will normally be in college for the equivalent of 21 hours of teaching. The course normally runs over 23 weeks for each academic year (480 hours of guided Learning per academic year).

## **Means of Assessment**

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff.

The assessment strategy is designed to assess the students' knowledge and skills across practical, theoretical and work based learning. The strategy at all levels includes written assessments to assess subject knowledge and the exploration of ideas; reflective assignments to enable students to engage with and lead their own learning and personal development; and presentations to support student development in terms of delivery skills and sharing of knowledge. In addition, there are practical assessments throughout the programme of study that assess personal ability, leadership and coaching across a range of activities.

Students receive detailed feedback on assessments, including advice that is intended to inform subsequent work and develop competency in assessments. Within practical delivery the students receive formative feedback on a regular basis in preparation for formal practical assessments. Within units where there is a formal presentation as part of the unit assessment students will receive formative feedback on non-assessed presentations in preparation for formal assessment. Group and individual tutorials across all levels provide formative feedback with regards to written work.

Students will be required to complete coursework as they progress through the programme and undertake assessments at the end of each semester. The assessment of Pearson Higher National qualifications is criterion-referenced, and we are required to assess learners' evidence against published learning outcomes and assessment criteria. All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. Merit and distinction grades are awarded for higher-level achievement.

All grades awarded are provisional until they are confirmed at the assessment board. This usually takes place at the end of an academic year.

Recognition of Prior Learning (RPL) is 'a method of assessment that considers whether an individual can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning'. If individuals can produce relevant evidence that fully meets learning outcome requirements, then RPL can be given for their existing knowledge, understanding or skills

## **External Examiner**

The External Examiner (EE) is a subject assessment specialist appointed by Pearson to conduct external examination. They verify that the management of programmes and assessment decisions meet national standards. External examination is usually conducted by an annual visit, usually in the summer term.

## **Additional Support**

Developing effective study skills is an essential element in achieving academic success. All unit leaders provide individual academic support. This is in addition to Personal Academic Tutor support.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance. Unit outlines and assessment details are provided for all units. During your studies you will have access to fully equipped classrooms, practical workshops, Library with text and electronic resources and Student Services.

The College is committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. The Learning Support Service is your initial point of contact.

### **Entry Requirements**

Entry criteria detail a typical offer, but the College considers all applications on an individual basis which means that we could make offers based on qualifications, personal profile and experience. If you have any queries regarding your offer, please contact our Admissions Team.

All applicants are individually assessed on their qualifications, skills and experience. However, a typical A Level, BTEC or other Level 3 study programme, alongside GCSE English and Maths at a minimum of grade 4.

### **Course Exit Points**

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- Completed units equivalent to 120 credits at Level 4, and
- Achieved at least a pass in 105 credits at Level 4.

### **Progression Route**

The Level 4 Higher National Certificate provides a solid grounding, which students can build on if they decide to continue their studies.

Once students have achieved the Level 4 Higher National Certificate, they can develop their careers in the respective sector by:

- Progression onto the Higher National Diploma Sport
- Progression onto Higher National Diploma in Sport and Exercise Science
- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to continuing professional development
- going to university.

Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission.

The Level 4 Higher National Certificate is recognised by Higher Education providers as meeting admission requirements to many relevant Sports and Sport Science related courses, for example:

- BA (Hons) Sport & Fitness Studies
- BSc (Hons) Sport and Exercise Science
- BSc (Hons) Sports Studies
- BA (Hons) Sport Coaching
- BSc (Hons) Sport Coaching
- BA Sport Development with Coaching
- BSc (Hons) Sport Coaching and Performance
- BSc (Hons) Sports Coaching and Analysis.

**Please note:** 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 s/he 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 each unit can be found in associated course documentation e.g. course handbooks and unit specifications.