



**Higher Education Qualifications**

**Sub Framework**

# **Qualification Standard**

For

# **Bachelor of Sport Coaching**

**The process of drafting this standard is described in the Introduction.**

**Version 18, incorporating comments from the National Standards and Review**

**Committee**

**July 2020**

# HIGHER EDUCATION QUALIFICATIONS SUB-FRAMEWORK

## STANDARDS DEVELOPMENT: POLICY AND PROCESS

### Introduction

#### National policy and legislative context

In terms of the National Qualifications Framework (NQF) Act, 67 of 2008, the Council on Higher Education (CHE) is the Quality Council (QC) for Higher Education. The CHE is responsible for quality assurance of higher education qualifications.

Part of the implementation of the Higher Education Qualifications Sub-Framework (HEQSF) is the development of qualification standards. Standards development is aligned with the *nested approach* incorporated in the HEQSF. In this approach, the outer layer providing the context for qualification standards are the NQF level descriptors developed by the South African Qualifications Authority (SAQA) in agreement with the relevant QC. One of the functions of the QC (in the case of higher education, the CHE) is to ensure that the NQF level descriptors 'remain current and appropriate'. The development of qualification standards for higher education, therefore, needs to take the NQF level descriptors, as the outer layer in the *nested approach*, into account. An ancillary function is to ensure that they 'remain current and appropriate' in respect of qualifications awarded by higher education institutions. This means that they need to be responsive to the distinctive features of each field of study.

A secondary layer for the context in which qualification standards are developed is the HEQSF. This framework specifies the types of qualification that may be awarded and, in some cases, the allowable variants of the qualification type. An example of variants is the provision for two variants of the Master's degree (including the 'professional' variant). Another example is the distinction, in the Bachelor's degree type, between the 'general' and 'professionally oriented'

variants. The HEQSF also specifies the purpose and characteristics of each qualification type. However, as indicated in the *Framework for Qualification Standards in Higher Education* (CHE, 2013), neither NQF level descriptors nor the HEQSF is intended fully to address, or indeed capable of addressing, the relationship between generic qualification type purpose and the specific characteristics of that qualification type in a particular field of study. One of the tasks of standards development is to reconcile the broad, generic description of a qualification type according to the HEQSF and the particular characteristics of qualifications awarded in diverse fields of study and disciplines, as defined by various descriptors and qualifiers.

### Framework for standards development

Development of qualification standards is guided by the principles, protocols and methodology outlined in the *Framework*, approved by the Council in March 2013. The focus of a standards statement is the relationship between the purpose of the qualification, the attributes of a graduate that manifest the purpose, and the contexts and conditions for the assessment of those attributes. A standard establishes a threshold. However, on the grounds that a standard also plays a developmental role, the statement may include, as appropriate, elaboration of terms specific to the statement, guidelines for the achievement of the graduate attributes, and recommendations for above-threshold practice.

A qualification standard is a statement that indicates how the purpose of the qualification, and the level on the NQF at which it is awarded, are represented in the learning domains, assessment contexts, and graduate attributes that are typical for the award of the qualification. Qualification standards are not the same, in either scope or effect, like other modalities used for the establishment of standards in higher education, for example, resource allocation standards, teaching and learning standards, or standards used for the grading of individual students. Matters such as actual curriculum design, tuition standards and standards for

resource allocation for a programme are the responsibility of the institution awarding the qualification. Nor does the standard prescribe the duration of study for the qualification. It establishes the level on the NQF on which it is awarded, and confirms the minimum number of credits as set by the HEQSF. The standard relates to all programmes leading to the qualification, irrespective of the mode of delivery, the curriculum structure, and whether or not a prior qualification at a lower or the same level on the NQF is a prerequisite.

### The process of development

The process aims to explore the extent to which the principles, procedures, content and methodology of standards development meet the requirements of all relevant parties in a particular field of study: the institutions awarding the qualification, the CHE as quality assurer of the qualification, the graduates of the qualification, their prospective employers, and any relevant professional council or association (in this case, the South African Sports Confederation and Olympic Committee and its subsidiary professional bodies). The standard, therefore, is cognisant of both academic and professional interests.

The drafting of this standards statement is the work of a group of academic experts in the field of study, convened by the CHE. Members of the Standards Development Working Group participate in their individual capacity, not as representatives of any institutions or organisations.

The Group met on several occasions during 2017-19, and the standard statement has been through many iterations and revisions. Following the response to comments and recommendations received from higher education institutions, the consensus in the Reference Group has been reached. A final draft is submitted to the CHE for formal approval.

## QUALIFICATION TITLE

# Bachelor of Sport Coaching

## QUALIFICATION TYPE AND VARIANT

### Bachelor's degree

#### BACHELOR'S DEGREE: GENERAL CHARACTERISTICS

There are two types of Bachelor's Degrees, namely general and professionally-oriented Bachelor's Degrees. Both types of degree may be structured as a 360-credit qualification with an exit at level 7 or as a 480-credit qualification with an exit at level 8 on the National Qualifications Framework.<sup>1</sup>

The 480-credit Bachelor's Degree at NQF level 8 has both a higher volume of learning and greater cognitive demand than the 360-credit degree at level 7 and should prepare students to be able to undertake Master's level study by providing them with research capacity in the methodology and research techniques of the discipline.

The primary purpose of both the general and the professional Bachelor's Degree is to provide a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines and fields of study, and to enable them to demonstrate initiative and responsibility in an academic or professional context. Both the 360- and 480-credit Bachelor's Degrees may require students to undertake research

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<sup>1</sup> See below, NQF level and credits.

in a manner that is appropriate to the discipline or field of study to prepare them for postgraduate study.

The general Bachelor's Degree emphasises general principles and theories as preparation for entry into general employment or for a postgraduate programme. The professional Bachelor's Degree prepares students for professional training, postgraduate studies or professional practice in a wide range of careers. Therefore, it emphasises general principles and theory in conjunction with procedural knowledge to provide students with a thorough grounding in the knowledge, theory, principles and skills of the profession or career concerned and the ability to apply these to professional or career contexts. The degree programme may contain a component of work-integrated learning.

*(Higher Education Qualifications Sub-Framework, CHE, 2013)*

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## **STANDARD FOR BACHELOR OF SPORT COACHING**

### **PURPOSE**

The purpose of the qualification is to prepare graduates for employability in the field of sport, specifically for a professional path in sport coaching. The graduate acquires requisite knowledge and skills in the disciplinary fields of coaching science, sport science, sport sociology, sport psychology and sport management, and can apply them in a range of sports and sporting contexts, regional, national and global, and for all ages and levels of ability. The qualification aims to prepare graduates to work effectively in different socio-economic and cultural contexts, taking identity issues into account, with knowledgeable responsiveness to relevant ethical standards. The graduate understands and can apply appropriate pedagogic theories applicable to sport coaching. The qualification also enables graduates to access further studies in the field of sport coaching or for a specialisation in a specific sporting code or in a cognate discipline or field.

### **NQF LEVEL AND CREDITS**

The exit level of the qualification is **NQF level 7**. The minimum number of credits allocated to the qualification is 360 credits, with a minimum number of 120 credits at the exit level, namely NQF 7.

## **STANDARD FOR THE AWARD OF THE QUALIFICATION**

*The qualification may be awarded when the qualification standard has been met or exceeded. The purpose and level of the qualification will have been achieved when the following attributes are evident.*

# **Graduate Attributes**

## **Knowledge**

### **Core areas of knowledge**

A sport coaching graduate demonstrates knowledge of relevant concepts, theories, paradigms, policies and models from coaching science integrated with the disciplines of sport science, sport psychology, sport sociology, sport management and applicable pedagogical theories. Advanced knowledge of coaching science and sport science is required at the exit level with competent sport coaching application to at least one specific sport code.

### **Applied knowledge and skills**

The applied knowledge and skills demonstrated by the graduate are described below. The graduate has the capacity to:

- integrate, apply and reflect on relevant and current coaching science that underpins the work of sport coaches: coaching process, skills acquisition, performance analysis and technology applications in coaching science;
- integrate, apply and reflect on relevant and current sport science in coaching contexts: anatomical, biomechanical, exercise physiology principles and programme design;



- apply current and relevant theories, principles, paradigms, strategies and functions of management in coaching contexts including leadership, entrepreneurship, marketing, human resource management, finances and record-keeping; with relevant knowledge relating to current laws, policies, rules, regulations and guidelines,
- identify and apply relevant and current principles and theories of sport psychology in coaching contexts;
- critically evaluate concepts, theories, methods and techniques as they relate to sport coaching and their application in the sport for general development and/or sport development;
- integrate relevant and current principles and theories of sport sociology in coaching contexts, including personal and interpersonal dynamics, cultural and social values, beliefs, preferences, biases and socio-economic contexts;
- compare, explain and apply current and relevant coaching pedagogy theories, principles, strategies and methods in coaching contexts, including, critical self-reflection, identifying, monitoring and evaluating the effectiveness of learning progression, designing and presenting coaching sessions and providing appropriate feedback to a range of participants;
- communicate verbally and non-verbally with relevant stakeholders and role players, including the media, in coaching contexts, which comprises skills of negotiation, conflict resolution, questioning, listening, reading, writing, clear and coherent articulation, instruction, responsible mentoring and information technology skills;
- integrate applied research in coaching contexts including the skills of data collection, performance monitoring, evaluation, and remediation;
- recognise and reflect critically on relevant principles, codes and laws relating to ethical practice in sport coaching to conduct her/himself appropriately;

- understand transformational imperatives, which include equitable access and increased opportunities for sport participation for people of all backgrounds, ages and abilities; and
- capacity to recognise and acknowledge talent development and growth.

## **CONTEXTS AND CONDITIONS FOR ASSESSMENT**

### **1) Infrastructural facilities**

Teaching and assessment for this degree require access to adequate physical infrastructure appropriate for the demonstration of all the graduate attributes. The qualification requires access to spaces for physical activities, sport-based and sport-specific coaching activities, sport-related resources and equipment (e.g. sport fields, nets, fitness conditioning and sport-specific equipment); relevant library facilities (digital or physical) and IT facilities for staff and students that support the demands of the qualification, addressing the academic and applied knowledge specified in the outcomes of the qualification.

### **2) Qualifications and expertise of teaching staff**

Design, delivery, assessment and regular review of the programme requires adequate field-specific qualifications of the staff at an appropriate NQF level, accompanied by relevant experience or professional recognition.

### **3) Adequate student to staff ratio**

While the standard does not dictate specific staff to student ratios, the graduate attributes indicated in the qualification require ratios that ensure adequate student

engagement such that engagement with learning and assessment is fair to students and efficiently managed.

#### **4) Application of knowledge and skills**

The qualification calls for evidence of sport coaching knowledge and skills and because sport coaching is conducted in the context of coaching practice, it is expected that programmes will provide for adequate quantity and quality of practice-based demonstration of knowledge and skills in coaching contexts. Such experience should ensure sufficient exposure to and practice of sport coaching.

Providers may collaborate with relevant sporting organisations and bodies to ensure the learning and assessment of students. However, organisation, supervision and assessment are the responsibility of the awarding institution, and all assessment should be designed to achieve the outcomes of the qualification and ensure a range of fit-for-purpose assessment that is capable of providing evidence of the knowledge and skills required of the qualification.

#### **5) Learning and assessment feedback**

Teaching and learning environments must ensure that adequate feedback given to students on both theoretical learning and practical application throughout the learning process. The assessment process ensures that students are informed of their learning progress through a range of formative assessment opportunities throughout the programme. Summative assessment is designed to ensure the evaluation of theoretical knowledge, practical skills and the integration of both, and is conducted at relevant milestones along the learning pathway.

Programmes include the monitoring of student performance, identification of at-risk students, and provision of academic and professional support to enhance students' capacity to achieve the sport coaching aims of the qualification.

## **6) Assessment strategies**

There is a variety of assessment types that determine the level of theoretical and applied knowledge and skills set out in the Standard. The assessment addresses the achievement of all graduate attributes, including the scientific theories that underpin practice, as well as the capacity for integration of research and independent problemsolving in sport coaching.

Sport coaching competence implies a level of integrated knowledge, expressed in reflexive, professional practice. Thus, integrated assessment should be designed to demonstrate sport coaching competence and professional sport coaching practice which is informed by the theoretical and applied principles of its underpinning disciplines. Thus, integrated assessment should be designed to display theoretical and applied knowledge in coaching practice.

Assessment includes sport management which involves a combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization in which services related to sport are offered.

Assessment strategies, for both theoretical and practice-based aspects of the qualification, must ensure that all assessment acts are equitable, reliable and valid, and are assessed at the appropriate NQF level.

## **PROGRESSION**

A 360-credit Bachelor's Degree is the minimum entry requirement for admission to a Bachelor Honours Degree or Postgraduate Diploma. Entry into these qualifications is usually in the area of specialisation or in the discipline taken as a major in the Bachelor's Degree.

(Higher Education Qualifications Sub-Framework)

## **GUIDELINES**

Guidelines provide explanatory insight into concepts and terms used in the standard.

The qualification is based on graduates being able to embrace a broad societal context in which to practise. Psychology, sociology and pedagogy provide for satellite disciplinary knowledge which can enhance appreciation and understanding of the social and individual aspects of sport coaching.

- **Knowledge** of these disciplines requires sufficient breadth and depth to enable understanding of a coherent range of fundamental concepts, and competence to apply and integrate such concepts in sport coaching at an advanced level.
  
- Knowledge of **social science and sports psychology** includes knowledge of 'psychosocial sciences' as they relate to sport coaching. This requires reflection, application  
  
and integration of principles and theories in the disciplines of psychology, sociology and pedagogy.
  
- **Coaching** relates to a simulated and/or on-field demonstration pertaining to a specific sport coaching scenario in one or more sport codes.

- **Coaching science** relates to the scientific foundations that inform sport coaching, including coaching processes, sport skills acquisition and sports performance analysis. ○ **Sport science** studies consider how the human body functions during exercise, and how participation in sport and physical activity promote sport performance. Knowledge includes exercise physiology, training principles, anatomical and biomechanical factors of movement.
- **Sport psychology** is the study of the cognitive and emotional factors influencing the performance of athletes and the role of the sport coach in the mental preparation of athletes.
- **Sport sociology** is a sub-discipline of sociology which focuses on sport as a social phenomenon. As a field of study, it is concerned with the relationship between sociology and sport. This discipline considers the effect that sport has on individuals and society.
- **Sport management studies** relate to the knowledge of planning, leading, organising and controlling in sport coaching contexts.
- **Identity** refers to characteristics relevant to sport coaching of individuals or groups and includes race, culture, age, gender, sexuality and ability level(s).

## **ANNEXURE A**

### **NQF LEVEL DESCRIPTORS**

The qualification is awarded at **level 7** on the National Qualifications Framework (NQF) and therefore meets the following level descriptors:

- a. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical  
within the area of study or practice.
- c. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or  
introduce change within a practice.
- d. Problem-solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based  
solutions and theory-driven arguments.
- e. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to make decisions and act ethically and professionally, and the ability to justify

those decisions and actions drawing on appropriate ethical values and approaches within a supported

environment.

f. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.

g. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments,

using appropriate academic, professional, or occupational discourse.

h. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and

system bound, and does not occur in isolation.

i. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to

facilitate collaborative learning processes.

j. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.