

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Physical Education and Sport Coaching BA Physical Education and Sport Coaching
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120 credits for BA (Hons); any 60 credits for BA.
<b>UCAS Code</b>	C619
<b>JACS Code</b>	Subject code 1 (50%) 100095 - sports coaching Subject code 2 (50%) 100433 - sport and exercise sciences
<b>Programme start date</b>	September 2019
<b>Underpinning QAA subject benchmark(s)</b>	Subject benchmark: Events, Hospitality, Leisure, Sport and Tourism November 2016
<b>Other external and internal reference points used to inform programme outcomes</b>	None
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	FT, PT
<b>Duration of the programme for each mode of study</b>	FT - 1 year
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	April 2019

**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 module can be found in student module guide(s) and the student handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- Provide a challenging high-quality research led vocational programme in the P.E. and sports coaching industry.
- Develop lifelong, independent and reflective learners who can make a positive contribution to the P.E. and sports coaching industry.
- Produce capable and well-rounded sport graduates who will contribute to the skill base of the local economy and region.
- Foster and nurture engaging critical analysis of theories and concepts relevant to P.E. sport performance.
- Produce learners with the experience, knowledge and skills to succeed in the P.E. and sports coaching industry.
- Produce learners who are prepared for further study and research, as well as professional employment in the sport and physical activity industry.
- Provide students with an opportunity to complete an empirical study in the P.E. sports coaching area of their choice.

### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The majority of student progression onto the BA (Hons) Physical education and sport coaching top-up programme is expected to come internally from our Foundation Degree provision. The sport department currently offers a Sport Coaching foundation degree and Physical Education foundation degree from which progression onto the top-up is expected. Students following the foundation degree pathway will be fully informed as to the requirements of the top-up programme via the tutorial process with individual and group sessions held.

The sports coaching foundation degree students will be prepared for both the sport coaching and physical education aspects of the top-up programme, through the coaching pedagogy, work related learning and inclusive recreation modules. The coaching pedagogy module allows students to integrate a range of pedagogical approaches into practical sessions to the planned learning outcomes of their sessions. The work related learning module allows students to work in schools alongside physical education teachers, in after school clubs or within school sport teams. Finally, the inclusive recreation module makes students aware of the key elements of equality and diversity standards within coaching and physical education. It also requires students to deliver planned practical sessions with high school or further education students with special educational needs and disabilities.

The physical education foundation degree students will be prepared for both the sport coaching and physical education aspects of the top-up programme through the

coaching sport and physical education, teaching and learning, work related learning and inclusive recreation modules. The coaching sport and physical education module allows students to integrate a range of pedagogical approaches into practical sessions to the planned learning outcomes of their sessions. The teaching and learning module prepares students provides students with a valuable opportunity to gain experience on how to deliver classroom learning activities. The work related learning module allows students to work in schools alongside physical education teachers, in after school clubs or within school sport teams. Finally, the inclusive physical education module makes students aware of the key elements of equality and diversity standards within coaching and physical education. It also requires students to deliver planned practical sessions with high school or further education students with special educational needs and disabilities.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

*n/a*

2.4 List of all exit awards

BA (Hons) P.E. and Sport Coaching (120 credits)

BA P.E. and Sport Coaching

Students wishing to exit with a BA in P.E. and Sport Coaching must complete 60 credits from any of the modules identified below:

- Practical Physical Education And Sport Coaching (20 credits)
- Contemporary Issues (20 credits)
- Technology Enhanced Learning (20 credits)
- Optimising Learning and Development (20 credits)
- Independent Major Study (40 credits)

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Independent Major Study	40			N	1 & 2
Technology Enhanced Learning	20			Y	1
Optimising Learning and Development	20			Y	1
Practical P.E. and Sport Coaching	20			Y	2
Contemporary Issues	20			Y	2

  

<b>Semester 1</b>	<b>Semester 2</b>
Optimising Learning and Development	Practical PE and Sport Coaching
Technology Enhanced Learning	Contemporary Issues
Independent Major Study	

  

**Part-Time Structure**

<b>Year One</b>	<b>Year Two</b>
Optimising Learning and Development	Independent Major Study
Technology Enhanced Learning	
Practical PE and Sport Coaching	
Contemporary Issues	

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 - Demonstrate a thorough knowledge and understanding of complex and conflicting theories, concepts and principles influencing P.E. and sports coaching.</p> <p>A2 - Critically evaluate and analyse primary and/or secondary data and, where appropriate, information systems in order to enable unpredictable and complex problems to be addressed within the sport sector.</p> <p>A3 - Demonstrate a critical awareness of the moral, ethical and legal issues, which underpin both theory and practice.</p>	<p>The lecture programme will impart the necessary principles and concepts, which will then be embedded in practical sessions. The seminars will be a mixture of students and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. This will be assessed by students applying theory into practice, for example through bringing work related experiences into the classroom e.g. experience sharing discussions and critically analysing working practices. Where appropriate embedded assessments and activities are based on vocational/employability skills required in the P.E./sports coaching industry. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures. Student led tutorials will consist of action learning activities, discussion groups and report- back sessions which will allow students to develop their research, communication and teamwork skills. Group work will allow students to develop projects that include research, problem solving, peer reflection and other teamwork skills. Practical sessions will be used to supplement the theory and allow students to develop a range of employability skills. There will be a range</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	of assessment methods used throughout the programme to meet the learning outcomes which will include practical delivery, viva, presentations, reports, academic poster, essay, individual project and literature review.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 – Critically evaluate research from a variety of information from P.E. / Sports coaching sources.</p> <p>B2 - Critically assess theories and practice from PE / sports coaching.</p> <p>B3 - Critically reflect on own development and practices and compare these with alternative systems and practices within the P.E / sports coaching industry.</p>	As above

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 - Critically evaluate and discuss the application of a range of methods to solve complex, multi-faceted problems within P.E. /Sports Coaching.</p> <p>C2 – Work independently with limited supervision and direction within agreed ethical and moral guidelines and / or constraints.</p> <p>C3 - Critically analyse the impact and application of novel approaches in the P.E. / Sport Coaching.</p>	<p>As above</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 - Communicate clearly, fluently and effectively in a range of styles appropriate to the context.</p> <p>D2 - Engage effectively in academic discussion and present arguments in a professional manner.</p> <p>D3 - Use problem-solving skills in a variety of theoretical and practical situations.</p> <p>D4 - Demonstrate proficiency in collecting, assessing, evaluating, analysing, and synthesising information and data.</p>	<p>As above</p>

3D. Key/transferable skills	

Students wishing to exit with a BA in Physical Education and Sport Coaching must complete 60 credits from any of the modules identified below:

- Practical Physical Education And Sport Coaching (20 credits)
- Contemporary Issues (20 credits)
- Technology Enhanced Learning (20 credits)
- Optimising Learning and Development (20 credits)
- Independent Major Study (40 credits)



#### 4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

#### Distinctive Features

- The Sport department have excellent overseas links as part of the ERASMUS Transnational scheme. Students who are successful in their applications will have the opportunity to experience a three week work placement leading coaching sessions and assisting in classroom lessons in Orebro, Sweden. Students will also have the opportunity to assist and lead coaching sessions with schoolchildren at summer sports camps and assist delivery of coaching sessions to elite athletes at the National Institute of Sport in Vierumäki, Finland. These opportunities are fully funded by the ERASMUS transnational scheme and have shown to be extremely popular with our students in the past. Currently, there are opportunities for 16 students to complete the ERASMUS transnational scheme each year, with the college looking to extend the amount of transnational visits. These ERASMUS transnational visits help aid students' personal and social development, teaching them life skills whilst allowing them to experience other cultures and societies across Europe. Alongside giving students more life experience, the funded work placements offer students a wider breadth of knowledge of the physical education and sports coaching industries and a broader picture of the employment opportunities available.
- The opportunity will be given to acquire additional specialist qualifications to aid student development and chosen career pathway. For example, the Multi-sports coaching qualification, the L2 Award in Multi-Skills Development in Sport and the Level 1/2 FA Coaching qualifications, Coaching Safeguarding and Protecting Children, Equity in Sport and How to Coach Disabled People in Sport. Additional courses will be available for students at a discounted rate. Also the team will support students in achieving Coaching Youth Sport Modules.
- The Sport department and Leeds City College has established an exclusive partnership with the world's leading performance analysis company STATS. The STATS partnership offers exclusive access to elite performance data, a qualification in performance analysis and offers the opportunity to gain industry recognised experience as a sports performance analyst. Students with an interest in this area will be able to access the STATS software and may, if numbers allow, have the opportunity to complete the STATS level 1 and 2 qualifications.
- Students that enrol onto the programme will automatically be eligible to a free membership with Firehouse Fitness for the duration of their studies. This gives them 24/7 access to a state of the art gymnasium as part of our partnership with Firehouse Fitness gymnasium.

- Leeds and the surrounding area provides excellent opportunities for students to undertake action research projects. For example, Farsley Celtic Football Club, Bradford City Football Club, Leeds United Football Club, West Riding County Football Association, Leeds Carnegie RUFC, Leeds Rhinos RLFC, Harrogate Harriers Athletics Club. The department also has excellent links within the further education college, for example, Sports Academies, Level 3 Sport and Public Services students and students with additional education needs and disabilities.
- Students that enrol onto the programme will automatically be eligible to a free enhanced disclosure and barring service check, which is essential when working with young children or vulnerable adults within the community. This aspect offers students the opportunity to acquire a mandatory form of evidence of their availability to work with children and vulnerable adults, something that is essential within physical education and sports coaching industries.
- Each programme has an allocated tutor to provide students support on attendance issues, accessing library resources, career aspirations and financial planning.

## 5. Support for students and their learning

Support for students and their learning is available via the HE Learning Support Officer based at the University Centre where students can gain support for a variety of issues such as dyslexia, other learning difficulties and assessments to assess students for disabled student allowance (DSA funding). The Academic Skills hub at the University Centre also offers advice and guidance on a range of topics such as referencing, and improving their overall academic writing style. Sport have their own assigned academic support librarian who will run group and 1-2-1 sessions for the programme. The HE Media Make-up, Science, Sport & Tourism department also has its own Attendance & Intervention Officer where students can gain support on a wide variety of issues such as Mental Health. All student resources are located onto the University Centre's VLE and allows students to share and gain support from tutors for their work. The Sport Academic Skills Tutor who supplements the level of support provided to students. Each programme has an allocated tutor to provide students support on attendance issues, accessing library resources, career aspirations and financial planning.

## 6. Criteria for admission

### Top Up Entry Criteria

	<b>Typical offer</b>	<b>Minimum Offer</b>
<b>Foundation Degree:</b>	Pass at FD in a Sports Physical education or sport coaching related subject	Pass at FD in a Sports related subject
<b>HND:</b>	Merit grade in a relevant subject	Pass grade in a Sports related subject
<b>GCSE English:</b>	English Language grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
<b>GCSE Maths:</b>	Maths grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	

### Additional entry criteria

	<b>Criteria</b>
<b>DBS checks:</b>	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement on placement. The department will cover the cost.
<b>Interviews / audition:</b>	A successful interview required.
<b>References:</b>	An appropriate reference required, to evidence previous experience and suitability for the course.

## 7. Language of study

English

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

*n/a*

9. Methods for evaluating and improving the quality and standards of teaching and learning.

Evaluation of the programme is gained informally and formally. Informally via student feedback that takes place in the classroom and formally via the course committee process. Feedback is also gained via module reviews that are carried out at the end of semester 1, semester 2, the End of Year Survey and the NSS survey. The results of this feedback feeds into the Course Committee meetings and into the Annual Review and resulting action plan. Tutor evaluations on the modules that they have taught also feed into this process, with tutors evaluating their modules and any identifying developments that may be required to continually develop and improve. The annual Peer Review and Peer Observation process also enables the team to gain feedback on the programme and their own teaching style and technique. The Peer review will review all aspects of the programme, such as the moderation process and also gives students the further opportunity to give their views on the programme and University Centre as a whole. The Peer Observation process enables the tutors to observe other colleagues detailing any developments and good practice. This process allows tutors to reflect upon what they have seen and how good practice techniques could be utilised within their own teaching.

10. Changes made to the programme since last (re)validation

*n/a*

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

### Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes													
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	
6	Independent Major Study		X		X			X	X			X		X	
	Technology Enhanced Learning		X	X		X			X		X				
	Optimising Learning & Development	X			X		X			X		X			
	Practical P.E. and Sport Coaching	X					X	X					X		
	Contemporary Issues			X		X				X	X		X		



## Annexe 2 – Assessment Grid and Dates of Assessment

	Practical Delivery	Individual Project	Research Proposal	Presentation	Viva	Classroom Teaching Observation	Report	Essay
Optimising Learning & Development				50% (2500 words equiv.)			50% (2500 words)	
Independent Major Study		80% (6000 words equiv.)	20% (2500 words equiv.)					
Technology Enhanced Learning						50% (2500 words equiv.)	50% (2500 words equiv.)	
Practical P.E. and Sport Coaching	40% (2500 words equiv.)				60% (3000 words equiv.)			
Contemporary Issues				40% (2500 words equiv.)				60% (3000 words)

<b>Module</b>	<b>Assessment One (Week Commencing)</b>	<b>Assessment Two (Week Commencing)</b>
Optimising Learning & Development	Week 7	Week 13
Independent Major Study	Week 11	Week 30
Technology Enhanced Learning	Week 9	Week 15
Practical P.E. and Sport Coaching	Week 21	Week 26
Contemporary Issues	Week 23	Week 28