

<b>Programme Specification</b>
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<b>1</b>	<b>Awarding Institution/Body</b>	Luminate Education Group
<b>2</b>	<b>Delivery Location(s)</b>	University Centre Leeds
<b>3</b>	<b>Programme Externally Accredited by (e.g., PSRB)</b>	IfATE/DfE Higher Technical Qualification
<b>4</b>	<b>Award Title(s)</b>	Foundation Degree in Physical Education and Sports Coaching
<b>5</b>	<b>UCAS Code</b>	C6T9
<b>6</b>	<b>Apprenticeship</b>	N/A
<b>7</b>	<b>HECoS Code and Description</b>	100095 Sports Coaching
<b>8</b>	<b>Mode of Attendance</b>	Full-Time Part-time
<b>9</b>	<b>Relevant QAA Subject Benchmarking Group(s)</b>	QAA Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2019). QAA Characteristics Statement for Foundation Degrees (2020). Benchmarks Framework for Higher Education Qualifications (FHEQ) FHEQ SEEC Credit Level Descriptors for Higher Education SEEC Level Descriptors
<b>10</b>	<b>Relevant Additional External Reference Points</b> <i>(e.g., National Occupational Standards, PSRB Standards)</i>	<u><i>National Occupational Standards</i></u>  <i>SKAODP2 – Support participants with disabilities to take part in activities</i> <i>SKAODP1 – Contribute and implement procedures for the protection of vulnerable participants</i> <i>SKASPC4 - Evaluate and review sports coaching programmes</i> <i>SKASPC3 – Deliver and manage sports coaching programmes</i> <i>SKASPC2 – Design sports coaching programmes</i> <i>SKASPC1 – Assist the delivery, planning and review of a sports coaching session</i> <i>SKAEAF21 – Evaluate your personal and professional development needs</i> <i>SKASC6 – Manage the implementation of sports coaching programmes Legacy</i>  <u><i>CIMSPA Professional Standards</i></u>  Coaching Assistant Coach Tutor

		Safeguarding and Protecting Children (Categories 1 & 2) Coach Developer																															
11	<b>Date of Approval/ Revision</b>	January 2024																															
12	<b>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</b>  <p style="text-align: center;"><b><u>Foundation Degree Entry Criteria</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>Typical offer</th> <th>Minimum Offer</th> </tr> </thead> <tbody> <tr> <td><b>UCAS Tariff Points</b></td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject</td> </tr> <tr> <td><b>IELTS:</b></td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td><b>GCSE English (Desirable):</b></td> <td colspan="2">English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) is desirable. This is a requirement for those wishing to progress to QTS Top Up.</td> </tr> <tr> <td><b>GCSE Maths (Desirable):</b></td> <td colspan="2">Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) is desirable. This is a requirement for those wishing to progress to QTS Top Up.</td> </tr> <tr> <td><b>International qualifications:</b></td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td><b>Mature applicants:</b></td> <td colspan="2">           University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.   <i>*21 years and over at the start of the course</i> </td> </tr> <tr> <td><b>RPL claims:</b></td> <td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td> </tr> <tr> <td><b>Part Time courses:</b></td> <td colspan="2">Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.</td> </tr> </tbody> </table> <p>The term "relevant subject" refers to a field of study related to sports, physical education, sports coaching, physical activity or exercise.</p> <table border="1"> <thead> <tr> <th>Post enrolment</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td><b>DBS checks:</b></td> <td>Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement of any work experience.</td> </tr> </tbody> </table>			Typical offer	Minimum Offer	<b>UCAS Tariff Points</b>	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject	<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.		<b>GCSE English (Desirable):</b>	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) is desirable. This is a requirement for those wishing to progress to QTS Top Up.		<b>GCSE Maths (Desirable):</b>	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) is desirable. This is a requirement for those wishing to progress to QTS Top Up.		<b>International qualifications:</b>	International qualifications will be assessed against these criteria		<b>Mature applicants:</b>	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.  <i>*21 years and over at the start of the course</i>		<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)		<b>Part Time courses:</b>	Students for part time study are required to hold a full level 3 qualification or the equivalent experience in a relevant subject and will need to be working in the sector.		Post enrolment	Criteria	<b>DBS checks:</b>	Students will also be required to complete the Disclosure and Barring Service process (DBS) prior to commencement of any work experience.
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13	<b>Educational Aims of the Programme</b>																																

This programme is designed to develop the skills and attributes necessary to work in the PE and Sports Coaching industry. It is intended to prepare students for the following careers in these key external contexts:

1. Physical Education in schools, which includes both Primary and Secondary PE
2. Sports coaching in school environments, e.g. after school clubs, subject specialists, growth of sport academies in schools and colleges.
3. Sports coaching, development and physical activity provision in community-based settings.

Successful completion of the programme will:

- Provide a comprehensive programme to develop students' knowledge and understanding of Physical Education and Sports Coaching.
- Provide students with the experience and knowledge within technical and tactical sports, to design and deliver effective programmes in educational settings.
- Provide students with meaningful, high-quality learning, development and performance experiences.
- Provide students with the opportunity to enrich their performance in local competitions, increase participation, raise educational standards, enhance wellbeing or drive social change.
- Ensure students can promote health and wellbeing across the lifespan.
- Produce capable and well-rounded graduates who can make a positive impact to education providers.
- Promote criticality of theories and concepts including pedagogies and their application to shape the design and delivery of students' own professional practice.
- Produce independent and reflective students who work both autonomously and collaboratively to deliver positive contributions to programme and curriculum aims.
- Prepare capable and well-rounded graduates who can adapt to individual and diverse groups of participants based on robust profiling techniques and whole person development needs.

#### 14 Learning Outcomes

##### Knowledge and Understanding

K1	Demonstrate an up-to-date knowledge of the wider issues affecting PE, school sport and physical activity to proactively influence best practice across physical education and coaching.
K2	Explore and interpret theories or concepts appropriate within P.E. and Sports Coaching industries.
K3	Demonstrate knowledge and understanding of education standards, trends, frameworks, paradigms and contemporary influences.

##### Cognitive/Intellectual Skills

C1	Develop and implement evidence-based progressive systems that comply with all relevant and current legislation, statutory guidance, sector standards and codes.
C2	Evaluate theories or arguments within academic literature, using a balanced, logical and supported approach within P.E. and Sports Coaching.

##### Practical/Professional Skills

P1	Develop and update own philosophy and strategies through professional practice, continuous development and self-review.
P2	Operate independently in complex situations by demonstrating skills of critical thinking.

	P3	Analyse the impact of strategies on participants' sustainable engagement and development.
	P4	Deliver appropriate pedagogies and processes that align to national physical education curriculum and considers the school context, category, culture, strategies and regulatory constraints.
	P5	Assess development needs to set and monitor physical education targets and plans based on the [whole child] attributes and psychomotor skills.
	P6	Utilise a range of standard or innovative techniques within P.E. and Sports Coaching industries.
	P7	Facilitate learning and skill acquisition of participants by creating positive environments that apply learning theories, behaviour management techniques, technological advancements and wider support mechanisms.
	P8	Analyse the impact and application of current approaches in P.E. and Sports Coaching industries.
<b>Key Transferable Skills</b>		
	T1	Communicate clearly, fluently and effectively in a range of styles appropriate to the context.
	T2	Engage effectively in academic discussion and present arguments in a professional manner.
	T3	Use problem-solving skills in a variety of theoretical and practical situations.
	T4	Demonstrate an effective contribution to team working.
<b>15</b>	<b>Key Learning &amp; Teaching Strategy and Methods</b>	
	<p>Learning and teaching will be tailored to meet the specific needs of each individual across the modules, whilst integrating skills required for research, personal development and employment within coaching or teaching physical education in an educational setting.</p> <p>The course will embed a range of teaching and learning strategies to help foster the development of knowledge, inclusive practice, reflectivity and practical application. The course provides a practical solution to academia where students will have opportunities to plan, deliver and reflect on their sports delivery and coaching practice. Students will produce periodised development plans for sports delivery as well as in practical sessions to help replicate the real-world requirements of the sports industry. In addition, the course will have students undertake reflective discussions both written and verbally on their own performance during the vast array of practical assessments, in order to educate students on the reflexivity required within physical education and coaching practice and to identify areas of self and professional development.</p> <p>The department will centralise students' course resources to the Learning Management System (LMS), Blackboard; primarily using this learning platform to provide them with the underpinning information and resources they need in relation to their programme. This will include subject specific and generic information, for example, links to each individual module, the module handbook, weekly lessons and formative assessments. In addition, generic information such as complaints, academic rules and regulations, information on the library-learning hub, information for extracurricular activities and the online shop will also be provided through the UC Hub.</p> <p>Individual activities to aid personal development and understanding are provided within student led tutorials with the departments Study Skills Coaches. Individual tutorials will provide students with an</p>	

opportunity for inquiry-based learning through developmental questions on topics that have been difficult to comprehend during lessons or approaches to achieve a greater quality of work in assessments. In addition, one to one tutorials will support students to contextualise the sporting theories and concepts to the specific occupational sector.

Opportunities for co-operative learning will be available during lessons where discussions, debates, group presentations or group activities will consist of action learning activities, discussion groups and report-back sessions which will allow students to develop their research, practical sessions, communication and teamwork skills.

Lessons will typically be structured as a seminar setup, with a mixture of student and tutor led sessions considering practical examples of the principles and concepts to facilitate inquiry based learning through questioning. These aim to share best practice with a range of activities undertaken. Students will take part in discussions, seminars, peer reviews and evaluations on an on-going basis. They are encouraged to share good practice from their work-related opportunities with their peers in group work, discussions and seminar groups.

The programme will incorporate practical sessions across the vast majority of modules, which will allow students time to practice and refine their planning, qualitative and quantitative research skills in a safe environment before practical delivery in a variety of methods. Practical sessions will also be used to apply theory to practice and to incorporate professional competencies. This is evident within the Pedagogical Principles of Sport Delivery where whole class activities will encourage research on methods of behaviour management, or individual activities to promote inclusivity through differentiated instruction. In addition, practical modules (e.g. Learning and Teaching Through Individual/Team Sports, Inclusive Physical Education etc.) will allow students to develop their leadership skills and management skills, ensuring students develop the skills essential to employment and progression once in employment.

The programme has a particular focus on the preparation of resources to enable students to inspire others and excel. The Pedagogical Principles of Sport Delivery will provide students with a comprehensive suite of resources tailored to equip students with the necessary skills to enhance their digital skills. Resources in The Pedagogical Principles of Sport Delivery module include access to software applications such as Adobe Suite and Canva, offering powerful creative platforms to nurture artistic potential and intertwine it with academia. The integration of Blackboard will enhance the students' online learning experience, promoting an easy exchange of knowledge within academic resources through questioning, group discussion boards and quizzes. Moreover, the programme will utilise virtual reality headsets in The Professional Practice module, providing students with opportunities for immersive educational experiences in the classroom delivering lesson content and practical training. Through these diverse technological offerings, the programme is dedicated to ensuring that our students are well-prepared to enter employment.

Chromebooks provided to students upon enrolment of the course will be fully utilised to provide students with a range of innovative activities to enhance student learning and understanding of a topic. The provision of Chromebooks also ensures that all students have access to Blackboard and can view all available resources. This also enables access to the internet, online library resources, academic journal databases, use the webcam to record online videos or screencasts, to complete interactive activities through Blackboard platform and offers functional capabilities such as printing, so that students do not have to log on to a desktop computer. The offering of a Chromebook will help students achieve the Association for Physical Educations' (AfPE) recommendation to provide pupils with appropriate resources to support teaching, learning and assessment.

Group work is an important element of the programme with sessions supporting the development of teamwork skills and structured to ensure professional values are observed. This will be supported with

tutor input and formative feedback through observation and peer reflection. Group debates will be held to provide students with an opportunity to review and critically debate examples and case studies in the areas within the sports coaching and physical education industry.

Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study, building their research techniques, skills of interpreting information and practical competence. Students will be supported through a programme of tutorials and academic support sessions, which will build these study skills. UK Coaching identifies that students from all sports disciplines need to know how to conduct research and further develop their research skills.

**16 Key Assessment Strategy and Methods**

The assessments within the programme have been designed to emulate the requirements of employment in the sports industry and to assess students' competence in the coaching the skills needed for practical delivery and planning. The assessment process has been an essential element of the programme design, which aims for students to demonstrate industry required competence in practical sessions, yet the academic dexterity to formulate, research and problem solve in a written or verbal manner.

The summative assessment criteria are clearly explained to the students in the module handbooks, with a detailed assessment brief contextualising the assessment process and where to submit completed assessments. All learning outcomes are assessed through summative assessment and students will receive their feedback and grading within three weeks. Tutors, explain the learning outcomes to students and the method of assessment and marking criteria to the students to ensure clarity and to establish alignment of assessment.

In preparation for the summative assessments, formative assessment is used in a variety of ways (see teaching and learning mapping) to ensure effective feedback is developmental to the students and they can use the feedback to improve their work prior to submission for summative assessment.

During the Analysing Sports Performance module students will be receiving short development feedback on a regular basis due to the use of Blackboard's portfolio function. By doing so, students will be able to sequentially upload evidence to aid their completion of a task or collate evidence of their competence and gain informal formative feedback within one week of submission. By completing the portfolio via Blackboard, it will provide a greater frequency of useful feedback to the student that can be implemented prior to summative assessment, it also increases the authenticity of the work as it will be a collation of observations, verbal reflections and video recording, rather than written text alone. In addition, all students will have an opportunity at least two weeks prior to the summative assessment to submit a draft for feedback as part of the formal formative assessment process, again students will receive feedback on their draft submissions within one week.

All students will be encouraged to reflect on previous or current practice and be fully supported in accessing new real-world opportunities in the sports industry to enhance their own personal development. Industry related experiences will be provided through the programme; guest speakers, industry visits, industry relevant virtual reality and other opportunities will further enhance the application of knowledge and skills in context. Formative assessment of students previous or current industry experience will comprise of self-reflection journals, engaging in discussion boards on topics such as collaborating with others, confidence in practical delivery and areas for self-development.

Methods are varied across modules to support and enhance application of theory to assessment of practice and subsequently nurture employability skills of the future workforce for physical education

teachers, assistants or coaches working in a school based or community setting. As oral and written communication skills are vital in education, individual presentations will be used as an assessment method across both level 4 and level 5 modules. At both level 4 and 5 the presentation will partly meet the learning outcomes within the Developing Physical Literacy Through Dance and Gymnastics (L4) and Inclusive Physical Education (L5), ensuring students can successfully demonstrate their knowledge, understanding and practical skills with limited risk of failure. Throughout both levels 4 and 5, formative assessment will focus on developing class discussions, paired feedback, debates to promote metacognition, encourage peer assessment and immediate feedback of where oral and written communication skills can be further developed.

In contrast to the oral and written communication skills, at level 4 and 5 students will have multiple opportunities to evidence their competency of planning and delivery of practical activities through summatively assessed practical deliveries. Practical summative assessments will be an orchestrated singular assessment where students will need to evidence the progression of technical proficiency through the incorporation of pedagogy to encourage the learning of skills or techniques. This alongside the other methods will assist in developing knowledge and competency in preparation for employment.

Furthermore, the Professional Practice module uses a Personal Development Plan (in conjunction with Practical Delivery) where students will use skills of self-reflection based on the industry required competence for the profession. Students will be encouraged to reflect on previous or current practice and be fully supported in accessing new real-world opportunities in the sports industry to enhance their own personal development.

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**Programme Modules****Level 4**

<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/Option</b>	<b>Non-Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
	Learning and Teaching through Outdoor Adventure Activities	20	Core	N	Y	
	Analysing Sports Performance	20	Core	N	Y	
	Anatomy and Physiology	20	Core	N	Y	
	Developing Physical Literacy Through Dance and Gymnastics	20	Core	N	Y	
	Learning and Teaching in Team Sports	20	Core	N	Y	
	Learning and Teaching in Individual Sports	20	Core	N	Y	

**Level 5**

<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/Option</b>	<b>Non-Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
	Pedagogical Principles of Sport Delivery	40	Core	Y	N	
	Inclusive Physical Education	20	Core	N	Y	
	Contemporary Issues in PE, School Sport and Physical Activity	20	Core	N	Y	
	Physical Activity and Lifelong Participation	20	Core	N	Y	
	Professional Practice	20	Core	N	Y	



**18 Programme Structure**

Students studying for the foundation degree will attend their course for 2 days per week. Students also have tutorial and study skills sessions on their timetables. It is expected that students attend all timetabled classes, practicals and assessments. Classes are timetabled to start at 9.00am and finish at 4.00pm and each module is delivered in 3-hour sessions. A semester is 13 weeks long, ending with 2 weeks timetabled for assessments.

**Level 4**

Level 4 has been structured in a way to provide students with the underpinning knowledge and practical competency required to forge a successful career in coaching or teaching in educational settings.

The programme contains three themes:

1. Equipping the student with the core skills and knowledge which will further the link to learning of skills, principles and concepts and the practical workings of an educational setting and/or sports coaching industries.
2. Ensuring students gain an appreciation of holistic development, sociological issues and legislative requirements of working in an educational setting and/or sports coaching industries.
3. Consistent contextualisation of module theory to the sports coaching or physical education and making it relevant to application and future employment in an educational setting and/or sports coaching industries.

The first year of the foundation degree is structured to deliver and embed the essential academic knowledge, understanding and research skills required at Level 4 study. This aims to introduce students to research from a variety of sources, understanding plagiarism, implementing paraphrasing and the individualisation of their knowledge and written application. This approach will facilitate a smooth return to education for mature students, giving the opportunity to reframe their previous learning experiences, their practical skills and a sustained chance of acclimatising to the academic requirements of the course and the learning environment. To aid this, study skills sessions, supported by regular progress tutorials will be delivered across the entire academic year alongside the academic modules.

<b>Level 4</b>				
<b>Semester 1</b> Weeks 1-15	Learning and Teaching through Outdoor Adventure Activities  (20 credits)	Anatomy and Physiology  (20 credits)	Learning and Teaching in Team Sports  (20 credits)	Study Skills and Tutorial
<b>Semester 2</b> Weeks 16-30	Analysing Sports Performance	Developing Physical Literacy	Learning and Teaching in Individual Sports	

	(20 credits)	Through Dance and Gymnastics  (20 credits)	(20 Credits)	
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The first semester looks to provide a balance of underpinning knowledge, engaging in research, academic writing and practical experience in a variety of settings. Providing an engaging and interactive curriculum that enthuses students across the entire academic year; a blend of theory and practical application has been conceived. The early focus is to allow students to bond and enable an early assessment opportunity of students' suitability for the programme in the Learning and Teaching through Outdoor Adventure Activities. Whereby, students have the opportunity to attend a residential trip and partake in team building activities, outdoor adventure sports and developing leadership skills. Delivered alongside the Learning and Teaching through Outdoor Adventure Activities module is The Anatomy and Physiology module, offers theoretical underpinning of human anatomy, physical development and acute and chronic changes to exercise, knowledge which is essential and applicable to all human movement. From this, students can expect to research and explore human movement and physiological changes to exercise with the intention of wider application to health and wellbeing in the Physical Activity and Lifelong Participation module at level 5. In semester one within The Learning and Teaching Team Sports module, students will be introduced to a range of sporting activities, how to plan and deliver these activities and the fundamental principles to leading a coaching session for individual or team sports. These planning and leadership skills will be essential for future application in Inclusive Physical Education, Professional Practice and The Pedagogical Principles of Sport Delivery modules at level 5

The second semester will develop on from the fundamental practical competencies and academic underpinning gained in semester one, focusing on individual and group engagement in both the Developing Physical Literacy Through Dance and Gymnastics, The Learning and Teaching Individual Sports and Analysing Sports Performance modules. All modules are complementary of one another and will develop students' understanding of motor control, skill acquisition and technical development. Moreover, advanced psychological concepts of learning theories such as processing of information, retrieval and rehearsal will be applied directly by students within the Developing Physical Literacy Through Dance and Gymnastics. A strong understanding of how the human body behaves during coordinated movement, the technical or tactical requirements and how to ensure development will be essential for future employment in physical education or coaching. The Analysing Sports Performance module will provide students with an opportunity to collaborate effectively in teams to capture sporting movements, analyse them in comparison to a technical model and then provide detailed feedback and training recommendations to ensure technical development across a range of sports. Analysis, error detection, providing effective feedback and digital skills are much sought after skills and will be directly attained from the Analysing Sports Performance module. The knowledge and skills acquired from both semester two modules will be essential and directly applicable to the Professional Practice module at level 5. Thus, aiding the transition into level 5 and potentially offering employability options as teaching assistants or extracurricular sports coaches.

Finally, the Learning and Teaching Team Sports module and the Teaching and Learning Through Individual Sports have been designed to complement each other in terms of delivery and assessment. They allow students to build confidence in their practical delivery as new students to programme. To promote a sense of belonging and mattering through team

activities in semester one and then to focus on individuals in semester two. It has been designed this way so students can gain experience of how to plan and deliver activities across different sports and to identify and adapt to individual needs to learning through experimentation of differing pedagogical approaches. The modules offer direct application to future employment in physical education or sports coaching, and as such, greater emphasis to the professional competencies of planning, delivery and reflection will be applied. It will support the theoretical underpinning and technical development within the Analysing Sports Performance module and provide students with fundamental knowledge of sports activities undertaken in and outside of schools, sporting rules and the application of physical literacy. The communication skills, research skills and leadership skills experienced are essential to roles in sport or education whereby coaching can be delivered to a variety of groups.

**Level 5:**

The second year of the foundation degree has a progressive structure, building on students' understanding of the fundamental knowledge and practicalities of coaching developed in year one. This aims to inspire students to employ curiosity within the topics researched, an appreciation for greater criticality, providing balanced arguments and a move away from the certainty of research to begin questioning approaches and the value or impact of its application. This approach will prepare students for the practicalities of leading classroom activities in The Pedagogical Principles of Sport Delivery module and develop the communication, research and analysis skills further. Year two will mirror the structure to year one, whereby one module will be delivered across the entire academic year (The Pedagogical Principles of Sport Delivery), accompanied by two modules each semester (Inclusive Physical Education and Contemporary Issues in Education in Semester 1 and Physical Activity and Lifelong Participation Professional Practice in Semester 2).

<b>Level 5</b>				
<b>Semester 1</b> Weeks 1-15	Inclusive Physical Education  (20 credits)	Contemporary Issues in PE, School Sport and Physical Activity  (20 credits)	Pedagogical Principles of Sport Delivery  (40 credits)	Study Skills and Tutorial
<b>Semester 2</b> Weeks 16-30	Physical Activity and Lifelong Participation  (20 credits)	Professional Practice  (20 credits)		

Semester one provides students with a balance of theoretical and practical elements which educate on healthy lifestyle choices, safeguarding and how to individualise learning through coaching and assist or teach in an educational setting. The Inclusive Physical Education module develops on from the level 4 module Learning and Teaching Team and Individual Sports and focuses on the implementation of personalised learning, in addition to, the legislative requirements when working with pupils who have special educational needs or disabilities. The module will prepare students for the complexities of working in an educational setting where there may be a wide disparity in students' ability and therefore the

implementation and management of personalised learning is essential. In readiness for the Professional Practice module, the Inclusive Physical Education module focuses on the foundations of equality, diversity, inclusion, safeguarding, the recognition of individual needs and planning and delivering an inclusive practical session.

The Contemporary Issues in PE, School Sport and Physical Activity module develops students' mandatory knowledge of equality, diversity and inclusion topics through discussions on wider issues within society and the implications this may have on specific populations. Although, contemporary issues could stem from topics such as health and wellbeing, novel techniques or technologies or sustainability and therefore would progress from the underpinning knowledge gained at level 4. The Contemporary Issues in PE, School Sport and Physical Activity module will enable students to research and capture information on pertinent sociological issues, evaluate the impact and analyse the barriers to change.

Semester two offers a similar structure to semester one, in which, students will undertake on research module that offers a wider impact on the community or society and one module which focuses on gaining experience of teaching or coaching within education. The Physical Activity and Lifelong Participation encourages students to expand away from team development and focus more on individuals and the wider public across the entire lifespan. This module looks to provide students with a greater appreciation of the importance of holistic development, the government health recommendations to nutrition and exercise and the prevention of disease. Whereas the Professional Practice module will focus on the legislative requirements to coach, assist or teach in a sports setting. The Professional Practice module will encourage students to practically apply information gained from all the level 4 modules, specifically the pedagogical knowledge gained from the Developing Physical Literacy Through Dance and Gymnastics and Learning and Teaching Team / Individual Sports modules.

The Pedagogical Principles of Sport Delivery module has been devised structurally as a 40-credit module which spans the entire academic year. It has been designed this way so the identification and profiling of individual needs, equality, diversity and inclusion, undertaking self-assessment and the assessment of others could be applied across other modules theoretically and practically in ways that promotes engagement, belonging and retention. The module aligns excellently with the legislative requirements outlined within the Inclusive Physical Education and Professional Practice modules by offering students the experience and practical application needed to coach, assist or teach in sports setting.

The completion of the foundation degree will provide the students with the appropriate skills and academic understanding to support the transition into level 6 study. Or providing employability options such as teaching assistants, a sports coach, a self-employed sports coach, extracurricular sports coaches or cover supervisors within an educational setting.

To complete the course on a full-time basis, typically students will attend two days per week, for two academic years.

### **Part time structure**

Part-time students will study the programme one day a week (2 hours per module). Module delivery time is reduced based on the rationale that part time students will have pre-existing knowledge of the sector from their employment (in a physical education/coaching setting). Their employment will offer further opportunities to develop and apply the practical skills

and capabilities required for the role. This rich quality experience will enhance student skill acquisition rapidly therefore the programme will be completed in 2 years. Part time students will attend the campus at regular intervals for face-to-face sessions to access the facilities and for assessments. Should there not be a viable part-time cohort, part-time students can infill into the face-to-face full-time cohort to access 2 modules on their study day and complete the third module via flipped learning on Blackboard with timetabled support from the module tutor.

**Year 1**

<b>Level 4</b>			
<b>Semester 1</b> Weeks 1-15	Learning and Teaching through Outdoor Adventure Activities (20 credits)	Anatomy and Physiology (20 credits)	Learning and Teaching Team Sports (20 credits)
<b>Semester 2</b> Weeks 16-30	Analysing Sports Performance (20 credits)	Developing Physical Literacy Through Dance and Gymnastics (20 credits)	Learning and Teaching Individual Sports (20 credits)

**Year 2**

<b>Level 5</b>			
<b>Semester 1</b> Weeks 1-15	Inclusive Physical Education (20 credits)	Contemporary Issues in PE, School Sport and Physical Activity (20 credits)	Pedagogical Principles of Sport Delivery (40 credits)
<b>Semester 2</b> Weeks 16-30	Physical Activity and Lifelong Participation (20 credits)	Professional Practice (20 credits)	

Part time students will have remote access to a designated tutor whilst on programme to give guidance and support off timetable. This will be in the form of regular tutorials to check progress and give pastoral support. Part time students will also be able to access the Department Student Support Team and receive one to one academic support from the Study Skills Coaches.

**19 Apprenticeships**

No apprenticeship is mapped to this foundation degree.

## 20 Support for Students and Their Learning

The award adopts the following approach to student learning support: A structured pre-enrolment and on-course support system is in place. All students are interviewed, and support needs and systems are discussed at this point. A 'keep warm' event is also planned for pre-entry to the course when all students who have applied will be invited to The University Centre for the day and will be given the opportunity to speak to tutors, meet fellow applicants and take part in various leadership and management activities. This will give the students an opportunity to meet tutors and other students and tutors can speak to the applicants about their aims and objectives for the programme. Tutors can then ensure applicants are considering the correct programme and assist with any queries or questions. Contact with the Programme Manager and course team will be maintained during the application-to-enrolment period, as well as during the course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial and study skills programme.

Prior to the induction, the admissions team will make the department and HE Learning Support Officer aware of any additional support requirements identified from the student's application form. 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 department will then deliver an induction to the course, its regulations, procedures and then through the LMS (Blackboard) and assessments. During the induction period, study skills coaches will undertake a one to one meeting with each student and discuss potential goals for the upcoming year. During the induction process, the tutors will host a sporting event where all students can interact and engage with one another prior to the commencement of lessons. Students following their specific occupational pathway will be supported by being allocated a subject specialist tutor.

Study Skills Coaches will meet the students in group study skills sessions, practical sessions and individual one to one tutorial to support them to contextualise the sporting theories and concepts to the specific occupational sector. A robust communications system functions to give students access to the programme team; this includes e-mail, on-line texting system (Google Chat), the LMS (Blackboard) and contact details will be provided on the course notice boards. All necessary information about the programme is provided by means of the student handbook, module handbooks and the LMS (Blackboard). Each student is allocated a Study Skills Coach for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study through regular tutorials.

The tutorial system will support individual students in accordance with their personalised learning plan. Students will have access to weekly support sessions, where a personal progress and development record will be devised to support them for the duration of the Foundation Degree. This will help focus reflection and personal development as well as inform meetings with personal and module tutors. Students are encouraged to become independent learners, to access to the academic skills hub at the University Centre which also offers advice and guidance on a range of topics such as referencing and improving their overall academic writing style. The Sport department have also employed a former student as a Study Skills Coach, who runs Study Skills sessions, supplements the level of support provided to students and will hold one to one support meetings with students across all levels of study. In addition, each programme has a Student Support Manager to provide students support on attendance issues, accessing library resources, career aspirations, financial planning and establishing an attainable but aspirational target grade.

The free Chromebook provided to students, allows students to access the internet, online library resources, academic journal databases, use the webcam to record online videos or

screencasts, to complete interactive activities through the Google platform and offers functional capabilities such as printing, so that students do not have to log on to a desktop computer. The library staff in addition to teaching staff will support student's research and referencing skills in a negotiated study programme alongside the staff team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students. Finally, there are a range of student services available such as welfare, counselling, financial and careers advice.

Students who come to study the programme on a part time basis (as outlined in section 18) will be entitled to access the equivalent level of support as full time students. Tutorials will be available on request to fit around their timetable (virtual or face to face) with the Study Skills Coaches and module tutors. They will have a bespoke study skills LMS (blackboard) with a wealth of resources and can access the HE ILearn team through the UCLeeds portal to arrange one to one meetings.

**Distinctive Features**

- The programme is mapped to occupational standards and has industry specific exit occupations: Physical Education in schools; Schools Sports Coach; Community Sports Coach and direct access to a related BA (hons) Top Up degree
- University Centre Leeds are one of a few centres to be accredited to run Higher Technical Qualifications in Sports Coaching, successfully securing associated funding to develop an industry standard sports laboratory facility.
- The programme will be delivered by specialist, updated industry qualified teaching staff who will ensure students are stretched and challenged academically, whilst developing cutting-edge professional skills.
- Applied practice through a student-centred approach throughout the modules to develop specialist coaching practice which is developed through collaboration with our employers and partners.
- Employer, stakeholder and partnership collaboration across the design of the individual programmes and regular review of the degree planning in relation to local workforce and sector needs.
- To help support the talented athletes in degree programmes at University Centre Leeds, we are an accredited centre of the Talented Athlete Scholarship Scheme Dual Career Accreditation Scheme. The TASS programme helps athletes aged 16 plus to balance sport within the rest of their lives. TASS support more than 500 athletes in 38 Sport England sports and as an athlete studying at TASS accredited centre, your support package may include strength and conditioning, physiotherapy, lifestyle support, psychology, nutrition, a medical scheme and access to mental health support.
- Student internships regularly offered are; Sports Nutrition, Strength and Conditioning, Injury Rehabilitation and Sports Analysis.



**Stage Outcomes (Undergraduate Awards only)**

No.	Programme Outcome	Stage/Level 4(1)
K1	Demonstrate up-to-date knowledge of wider issues affecting the school environment to proactively influence best practice across physical education and coaching.	Demonstrate knowledge of issues affecting the school environment to influence practice across physical education and coaching.
K2	Explore and interpret theories or concepts appropriate within P.E. and Sports Coaching industries.	Interpret theories appropriate within P.E. and Sports Coaching industries.
K3	Demonstrate knowledge and understanding of education standards, trends, frameworks, paradigms and contemporary influences.	Show knowledge of education standards, trends, frameworks, paradigms and contemporary influences.
C1	Develop and implement evidence-based progressive systems that comply with all relevant and current legislation, statutory guidance, sector standards and codes.	Design and deliver evidence-based sessions that complies with all relevant and current legislation, statutory guidance, sector standards and codes.
C2	Evaluate theories or arguments within academic literature, using a balanced, logical and supported approach within P.E. and Sports Coaching.	Discuss theories within academic literature, using a logical and supported approach within P.E. and Sports Coaching.
P1	Develop and update own philosophy and strategies through professional practice, continuous development and self-review.	Develop own philosophy and strategies to update professional practice, continuous development and self-review.
P2	Operate independently in complex situations by demonstrating skills of critical thinking.	Discuss situations demonstrating skills of critical thinking.
P3	Analyse the impact of strategies on participants' sustainable engagement and development.	Review the impact of strategies on participants' engagement and development.
P4	Deliver appropriate pedagogies and processes that align to the national physical education curriculum and considers the school context, category, culture, strategies and regulatory constraints.	Use appropriate pedagogies that align to the national physical education curriculum and considers the school context, culture, strategies and regulatory constraints.
P5	Assess development needs to set and monitor physical education targets and plans based on the whole child attributes and psychomotor skills.	Explore development needs to set physical education targets based on the whole child attributes.

<b>P6</b>	Utilise a range of standard or innovative techniques within P.E. and Sports Coaching industries.	Discuss a range of standard techniques within P.E. and Sports Coaching industries.
<b>P7</b>	Facilitate learning and skill acquisition of participants by creating positive environments that apply learning theories, behaviour management techniques, technological advancements and wider support mechanisms.	Create positive environments that use learning theories, behaviour management techniques and wider support mechanisms to aid learning.
<b>P8</b>	Analyse the impact and application of current approaches in P.E. and Sports Coaching industries.	Describe the application of current approaches in P.E. and Sports Coaching industries.
<b>T1</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	Engage in effective communication across a range of styles appropriate to the context.
<b>T2</b>	Engage effectively in academic discussion and present arguments in a professional manner.	Present academic discussion and arguments in a professional manner.
<b>T3</b>	Use problem-solving skills in a variety of theoretical or practical situations.	Problem-solve across differing contexts.
<b>T4</b>	Demonstrate an effective contribution to team working.	Contribute effectively to team activities.

**Appendix 2**

**Map of Outcomes to Modules**

Level 4																	
Module Titles	K1	K2	K3	C1	C2	P1	P2	P3	P4	P5	P6	P7	P8	T1	T2	T3	T4
Learning and Teaching through Outdoor Adventure Activities	X			X			X	X			X						X
Analysing Sports Performance	X		X							X		X				X	X
Developing Physical Literacy Through Dance and Gymnastics		X		X	X	X			X		X			X			
Anatomy & Physiology		X			X		X	X							X		
Learning and Teaching Team Sports			X						X			X	X			X	
Learning and Teaching Individual Sports		X				X				X			X	X	X		
Level 5																	
Outcome Key																	
Module Titles	K1	K2	K3	C1	C2	P1	P2	P3	P4	P5	P6	P7	P8	T1	T2	T3	T4
Inclusive Physical Education		X		X					X			X	X			X	
Contemporary Issues in PE, School Sport and Physical Activity	X	X					X	X						X	X		
Physical Activity and Lifelong Participation			X		X		X							X	X	X	
Professional Practice				X		X		X		X	X						X
Pedagogical Principles of Sport Delivery	X		X		X	X			X	X	X	X	X				X

<b>Map of Teaching and Learning Methods</b>
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**Level 4**

<b>Module Titles</b>	<b>Methods</b>						
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals / focus groups	Guest speakers/ lectures	Independent / E Learning/ On-line forums
Learning and Teaching through Outdoor Adventure Activities	x	x			x		x
Analysing Sports Performance	x	x			x	x	x
Anatomy and Physiology	x	x		x			x
Developing Physical Literacy Through Dance and Gymnastics		x			x	x	x
Learning and Teaching Team Sports	x	x			x		x

Learning and Teaching Individual Sports	x	x			x		x
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### Level 5

Module Titles	Methods								
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals	Group activities	Independent /E Learning/ On-line forums	Tutorials	Guest Speakers
Pedagogical Principles of Sport Delivery	x	x			x	x	x		X
Inclusive Physical Education	x	x	x		x			x	
Contemporary Issues in PE, School Sport and Physical Activity	x	x				x			X
Physical Activity and Lifelong	x	x	x	x			x		

Participation									
Professional Practice	x	x			x		x		X

**Appendix 3**

**Map of Assessment Methods**

**Level 4**

<b>Module Titles</b>	<b>Class based Assessment</b>	<b>Practical</b>	<b>Presentation</b>	<b>Report</b>	<b>E-Portfolio</b>	<b>Reflective Logbook</b>
Learning and Teaching through Outdoor Adventure Activities		60% 20 Minutes Week 8		40% 15 Minutes Week 14		
Anatomy and Physiology	40% (equiv. 1200 words) Week 9	60% 20 minutes Week 14				

Learning and Teaching Through Team Sports		50% 15 minutes Week 10				50%  1500 words.  Week 13
Developing Physical Literacy Through Dance and Gymnastics		60% 20 minutes Week 23	40%  15 minutes Week 28			
Analysing Sports Performance					100% 3000 words Week 30	
Learning and Teaching Individual Sports		60% 20 minutes Week 26				40%  1200 words  Week 30

## Level 5

<b>Module Titles</b>	Poster Presentation	Personal Development Plan	Report	Practical Delivery	Professional Discussion	Seminar
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Contemporary Issues in PE. School Sport and Physical Activity						100% 30 minutes Week 15
Inclusive Physical Education	40% 1600 words Week 8			60% 30 minutes Week 13		
Pedagogical Principles of Sport Delivery			40% 3200 words Week 17	60% 30 minutes Week 28		
Physical Education, Health and Lifelong Participation			50% 2000 words Week 22		50% 20 minutes Week 29	
Professional Practice		40% 1600 words Week 30		60% 30 minutes Week 26		



**Map to HTQ Occupational Standard Schools Sports Coach**

KSB	Learning and Teaching through Outdoor Adventure Activities	Analysing Sports Performance	Anatomy and Physiology	Developing Physical Literacy Through Dance and Gymnastics	Learning and Teaching Team Sports	Learning and Teaching Individual Sports
K1			X	X	X	X
K2			X	X	X	X
K3				X	X	X
K4				X	X	X
K5	X				X	X
K6	X				X	X
K7	X	X	X			
K8		X	X			
K9	X			X	X	X
K10	X			X	X	X
K11	X			X	X	X
K12			X	X		
K13		X			X	X
K14		X			X	X
K15		X			X	X
K16		X				
K35					X	X
K36	X			X	X	X

K37		X			X	X
K38		X			X	X
K39					X	X
K40					X	X
K41					X	X
K42					X	X
K43					X	X
S1			X	X	X	X
S2			X	X	X	X
S3				X	X	X
S4				X	X	X
S5	X				X	X
S6	X				X	X
S7	X	X	X			
S8		X	X			
S9	X			X	X	X
S10	X			X	X	X
S11	X			X	X	X
S12			X	X		
S13		X			X	X
S14		X			X	X
S15		X			X	X
S16		X				
S35					X	X
S36	X			X	X	X
S37		X			X	X
S38		X			X	X
S39					X	X
S40					X	X

S41					X	X
S42					X	X
S43					X	X
B1	X	X	X			
B2			X	X	X	X
B3	X			X	X	X
B4	X	X	X			
B5		X			X	X
B6	X			X	X	X
B7	X			X	X	X
B8	X			X	X	X

<b>Study Modules at Level 5</b>					
KSB	Inclusive Physical Education	Contemporary Issues in Education	Physical Activity and Lifelong Participation	Professional Practice	Pedagogical Principles of Sport Delivery
K1					X
K2					X
K3	X				
K4	X				
K5		X	X		
K6		X	X		
K7				X	
K8	X				X
K9				X	
K10				X	
K11				X	

K12		X	X		
K13	X				X
K14	X				X
K15	X				X
K16		X		X	X
K35		X	X		X
K36		X			
K37				X	X
K38				X	X
K39	X		X		X
K40	X		X		X
K41	X		X		X
K42	X		X		X
K43		X	X		X
S1					X
S2					X
S3	X				
S4	X				
S5		X	X		
S6		X	X		
S7				X	
S8	X				X
S9				X	
S10				X	
S11				X	
S12		X	X		
S13	X				X
S14	X				X
S15	X				X

S16		X		X	X
S35		X	X		X
S36		X			
S37				X	X
S38				X	X
S39	X		X		X
S40	X		X		X
S41	X		X		X
S42	X		X		X
S43		X	X		X
B1				X	
B2					X
B3	X				
B4				X	
B5	X				X
B6				X	
B7	X				
B8	X				