

Programme Specification

1	Awarding Institution/Body	Luminate Education Group																		
2	Delivery Location(s)	University Centre Leeds																		
3	Programme Externally Accredited by (e.g., PSRB)	N/A																		
4	Award Title(s)	BA (Hons) Physical Education and Sport Coaching (Top Up) BA Physical Education and Sport Coaching (Top Up)																		
5	UCAS Code	C619																		
6	Apprenticeship	N/A																		
7	HECoS Code and Description	C610 Sport Coaching																		
8	Mode of Attendance	Duration Full Time - Face to face taught, 1 Year Part Time: - Face to face taught, 2 Years																		
9	Relevant QAA Subject Benchmarking Group(s)	Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism November 2019 Education Studies 2019																		
10	Relevant Additional External Reference Points (e.g., National Occupational Standards, PSRB Standards)	CIMSPA Occupational Standards referred to in order to develop the course and module content to complement the QAA Subject Specific Benchmarks																		
11	Date of Approval/ Revision	September 2025																		
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others) <u>Top Up Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th><th style="width: 40%;">Typical offer</th><th style="width: 35%;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>Foundation Degree:</td><td>An overall Pass grade in a Sport related subject</td><td>An overall Pass grade in a Sport related subject</td></tr> <tr> <td>HND:</td><td>Pass grade in a Sport related subject</td><td>Pass grade in a Sport related subject</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria</td></tr> <tr> <td>Mature applicants:</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</td></tr> </tbody> </table>			Typical offer	Minimum Offer	Foundation Degree:	An overall Pass grade in a Sport related subject	An overall Pass grade in a Sport related subject	HND:	Pass grade in a Sport related subject	Pass grade in a Sport related subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	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	
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13	Educational Aims of the Programme The overall aims of the programme are to: 1. Provide a practical, work-based learning experience that offers students extensive Physical Education and Sports Coaching industry exposure. 2. Enable students to develop valuable insights and skills by working alongside Physical Education and Sports Coaching industry professionals and employers. 3. Enhance students' digital capabilities, ensuring they acquire the essential skills needed to succeed in the future workplace. 4. Foster reflective practitioners who can critically evaluate their own performance and processes, leading to future improvement. 5. Develop empathetic leadership and management skills, while increasing students' business acumen to meet future industry demands. 6. Prepare students for employment within the Physical Education and Sports Coaching sector or further study																

	7. Equip students with the knowledge and skills to apply their learning in real-world environments, contributing meaningfully to their field of Physical Education and Sports Coaching.																										
14	Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: Knowledge and Understanding <table> <tr> <td>K1</td><td>Demonstrate a critical understanding of theories, concepts or principles influencing Physical Education and Sports Coaching.</td></tr> <tr> <td>K2</td><td>Critically evaluate appropriate information or data to address complex problems within Physical Education and Sports Coaching.</td></tr> </table> Cognitive/Intellectual Skills <table> <tr> <td>C1</td><td>Display a critical understanding of current research involved in the delivery of outcomes to enhance performance.</td></tr> <tr> <td>C2</td><td>Reflect critically on own development and practice in relation to current Physical Education and Sports Coaching practices.</td></tr> </table> Professional Skills <table> <tr> <td>P1</td><td>Proficiently apply techniques to make informed choices to enhance participants performance or learning</td></tr> <tr> <td>P2</td><td>Work independently with limited supervision and direction within ethical and moral guidelines or constraints.</td></tr> <tr> <td>P3</td><td>Justify own personal position recognising the impact on performance development</td></tr> <tr> <td>P4</td><td>Employ strategic planning and development planning skills in analysing and understanding stakeholder needs.</td></tr> </table> Key Transferable Skills <table> <tr> <td>T1</td><td>Communicate clearly and effectively in a range of styles appropriate to the context.</td></tr> <tr> <td>T2</td><td>Engage effectively in academic discussion and present arguments in a professional manner.</td></tr> <tr> <td>T3</td><td>Think critically to problem solve in variety of contexts.</td></tr> <tr> <td>T4</td><td>Demonstrate proficiency in collecting and managing information or data.</td></tr> <tr> <td>T5</td><td>Apply reasoning and critical thinking to make informed judgments and effective decisions</td></tr> </table>	K1	Demonstrate a critical understanding of theories, concepts or principles influencing Physical Education and Sports Coaching.	K2	Critically evaluate appropriate information or data to address complex problems within Physical Education and Sports Coaching.	C1	Display a critical understanding of current research involved in the delivery of outcomes to enhance performance.	C2	Reflect critically on own development and practice in relation to current Physical Education and Sports Coaching practices.	P1	Proficiently apply techniques to make informed choices to enhance participants performance or learning	P2	Work independently with limited supervision and direction within ethical and moral guidelines or constraints.	P3	Justify own personal position recognising the impact on performance development	P4	Employ strategic planning and development planning skills in analysing and understanding stakeholder needs.	T1	Communicate clearly 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	Think critically to problem solve in variety of contexts.	T4	Demonstrate proficiency in collecting and managing information or data.	T5	Apply reasoning and critical thinking to make informed judgments and effective decisions
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15	Key Learning & Teaching Strategy and Methods A range of innovative and appropriate teaching and learning methods will be used to deliver the module content in such a way that inspires these students to reflect on the approaches in a way that applies to their own journey. In all modules, learning will be supported through use of the VLE where materials, supporting documents, links, tasks and articles will be made available and used as formative assessment. Lecture sessions using contemporary digital technologies will be used to impart knowledge of key theories and concepts interactively. Seminars will be used to extend the discussion to enhance critical thinking and individualise application to the students' interests. Practical workshop sessions will develop essential skills related to teaching and coaching; personal experiences gained through the personalised work experience element will be analysed with critical self-reflection to ensure a deeper understanding of industry specific																										

	competencies. Teaching workshops will be used to enhance engagement through peer review of practical activities and teaching sessions, reviews of real-life case studies, research, presentations, reflections, VLOGs and podcasts. Where possible and applicable, guest speakers will be used to further enhance the learning strategy. In addition to the taught modules weekly group development sessions and bookable 1:1 support sessions will be accessible to all learners which will provide opportunities to further develop academic and professional skills. The programme will include a bespoke induction to ensure that all students whether progressing internally or externally will have the necessary information to begin the level 6 top-up programme.
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 and draft submissions are used to ensure effective developmental feedback is given to the students to facilitate opportunities to improve their work prior to submission for summative assessment. The summative assessments will include a research proposal which will include the ethics application process and a professional discussion to further develop rationale for the final project. The bulk of the assessment for this module are the completed written report in an area related to areas of own interest. The Philosophy of Teaching and Sports Coaching Module includes a work-based experience to further develop practical and professional skills and students will be guided to work in areas of interest to them and which aligns with future goals. The module is assessed through an E-portfolio where students need to demonstrate critical reflection on their own values and practice to analyse how these align with relevant business values. The Digital Education Development Module includes a presentation and e-portfolio which will have students demonstrate the use of and reflect on the use of digital technologies and there use in the enhancement of learning. The Sports Business and Entrepreneurship module involves the student's using knowledge gained from their work-based experiences to develop and pitch a business plan and investment pitch. The timing of assessments has been planned to ensure that students are not overloaded at any points during the year, all modules will have regular check-in points especially those with larger e-portfolio or projects to ensure that students gain feedback and remain on track at key

	points in the year. The assessment strategy supports the development of ongoing development of independence through the course.
17	Industry Specific Skills Development The skills required of a graduate entering the physical education and sports coaching sector are the ability apply suitable techniques to optimise individual performance and learning. This might include the implementation of development plans, designing and adapting session plans. The Philosophy of Teaching and Sports Coaching module fosters several transferable skills that extend beyond coaching. By identifying their own coaching values and engaging in reflective practice, students develop critical self-awareness and personal reflection, which are essential for personal and professional growth in any field. Through the time spent operating in industry will enhances time management and organisational skills, as students must balance practical experience with theoretical analysis. Additionally, the alignment of their coaching values with relevant business values sharpens their ability to evaluate and integrate ethical and professional principles in a broader organisational context, a skill applicable to diverse career paths. Additionally, the Digital Education Development module develops the students critical thinking skills and utilise developments in technology to create innovative contemporary solutions and further develops the students' skills in applying the most appropriate techniques to enhance engagement in learning. These modules also support students to continuously reflect on their experiences, enhance their adaptability and problem-solving abilities, key competencies in leadership and decision-making. The Sports Business and Entrepreneurship module builds from the work-based experiences in the course and develops students' understanding of stakeholder management, decision making and how analysis and innovation feeds into strategic business planning. There is often a requirement to work autonomously in this sector, making independent decisions whilst adhering to ethical and professional guidelines, the Independent Research Project Module allows the students to independently develop these skills whilst they investigate a topic relevant to their own interests, this could stem from a practical performance or business improvement need.
18	Transferable Skills Development The PE and Sports Coaching top-up programme has been devised to equip students with the diverse skill set that extends beyond the ability to instruct and demonstrate physical activities. These skills are transferable across various professional and academic domains, furnishing graduates from this degree with highly adaptable transferable skills applicable to sports coaching and PE teaching. Effective communication is fundamental to both sports coaching and PE teaching. Coaches and educators must adapt their communication styles based on their audience, whether they are instructing students, engaging with parents, collaborating with colleagues, or presenting in professional settings. The content and assessment strategies of the modules facilitates the development of this core skill. Each module includes opportunity to develop their verbal and non-verbal communication in delivering practical and educational sessions, defending their rationale for research projects, communicating their business ideas. The Digital Education Development module widens the knowledge of digital communication methods to enhance clarity of delivery and improve engagement. The written elements of the modules allow the students to develop their report writing whilst using appropriate technical language. The ability to engage effectively in academic discussion and present arguments informed by research and academic discourse in a professional manner are required within the Physical Education and Sports Coaching sector. Each of the modules have carefully embedded

	opportunities for the development of these skills, through formative discussions analysing the current theories and practices, summative assessments where own practice is evaluated against industry practices, these will all allow the graduates of this programme to enhance the effectiveness of their teaching and coaching strategies. The crucial skill of critical thinking and problem solving is necessary in teaching and sports coaching, whether adjusting lesson plans to accommodate diverse learning needs, modifying training regimes to prevent injuries, or resolving conflicts these skills have been considered in the planning of the course content; for example through the practical sessions and reflective practice developed in the Philosophy of Teaching and Sports Coaching, through the teaching sessions and peer review of educational sessions in the Digital Education Development module and through the analysis of the needs of sports businesses graduates will develop the ability to assess situations, identify challenges, and implement effective solutions. These critical thinking skills support the graduates to apply reasoning and make informed judgments that enhance performance, learning, and overall development. Data collection and management skills are increasingly relevant in sports coaching and PE teaching, the ability to systematically collect, interpret, and apply data enhances decision-making and supports evidence-based practice. The Independent Research Project and the Sport Business and Entrepreneurship modules have been designed to develop the student's ability to undertake these tasks effectively and support their transition into industry or further study.
19	Sustainability The PE and Sports Coaching top-up programme will build on student's prior knowledge of sustainable practice and where opportunities to develop sustainable work these will be incorporated into the module content. The Digital Education Development module will consider the incorporation of digital tools and technology to help reduce carbon footprint, The Philosophy of Teaching and Sports Coaching module will incorporate education on sustainable equipment choices, the promotion of low impact activities and developing core environmental values. The Independent Research Project and Sport Business and Entrepreneurship modules allows students to independently develop and apply their learning about sustainable practice into business creation and final project ensuring students understand and can apply industry best practice in an evolving, responsible sports sector.

20	Programme Modules				
	Level 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Independent Research Project	40	Core	Non-Compensatable
		Philosophy of Teaching and Sports Coaching	40	Core	Non-Compensatable
		Sport Business and Entrepreneurship	20	Core	Compensatable
		Digital Education Development	20	Core	Compensatable

21 Programme Structure

The structure of the top-up programme will be typically delivered over 2 days per week timetabled between 9-4 on these days and it is expected that students attend all timetabled sessions. In addition to this students will need to complete 30 hours work experience outside of these sessions. The course is planned to run over 30 weeks split across 2 semesters each consisting of 13 teaching weeks and 2 assessment weeks. During each week study support tutorials will be timetabled

The Independent Research Project and the Philosophy of Teaching and Sports Coaching are 40 credit modules which run across both semesters – this is to ensure that students can fully engage with the content and structure of the modules. The Digital Education Development module is delivered in semester 1 and is designed to complement the development of research skills and the potential incorporation of the learning from this module in the work-based experiences linked to the philosophy development. Semester 2 module of Sport Business and Entrepreneurship allows for the knowledge gained from work-based experiences to feed into the development of business plans and investment pitches

Full-Time	
Semester 1	Semester 2
Digital Education Development (20 Credits)	Sport Business and Entrepreneurship (20 Credits)
Independent Research Project (40 Credits)	
Philosophy of Teaching and Sports Coaching (40 Credits)	
Study Support Tutorial	

Part-time Structure

Part-Time	
Year 1	Year 2
Digital Education Development (20 Credits)	Sport Business and Entrepreneurship (20 Credits)
Philosophy of Teaching and Sports Coaching (40 Credits)	Independent Research Project (40 Credits)
Study Support Tutorial	Study Support Tutorial

Students opting to follow the part time option will infill into the fulltime sessions applicable to their year of study, each year will consist of 60 credits per year and will include 1 x 20 credit module and 1 x 40 credit module.

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

22 Apprenticeships

N/A

23 Support for Students and Their Learning

The top-up programme adopts the following approach to student learning support: A structured pre-enrolment and on-course support system is in place.

During the application process internally, progressing students will have advice and guidance sessions to ensure that undertaking the programme is likely to be beneficial to their own needs. External

	applicants will have the opportunity to discuss the course requirements to ensure the programme is suitable for their needs. 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 deliver a bespoke induction to the course, its regulations, procedures and then provide an overview of the course, the teaching, learning and assessment strategies and the LMS (Blackboard). 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. Study Skills Coaches will meet the students in group study skills sessions, individual one to one tutorials to support them and to further contextualise the learning 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 year through regular tutorials. The tutorial system will support individual students in accordance with their personalised learning plan. Students will have access to a group weekly support session. 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 students will have access to 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. 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 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.
24	Distinctive Features The BA Hons Top-Up in Physical Education and Sport Coaching will develop deep subject knowledge is delivered by a faculty team with rich industry backgrounds supported by guest lectures to provide a programme that offers insights into current industry challenges and opportunities. This degree programme stands out in several key areas. First, it provides an exceptional balance of Physical Education and Sports Coaching, equipping students with both pedagogical and practical coaching skills that are essential for success in multiple career paths. Additionally, a key focus is the development of digital competence through modules such as Digital Education Development, where

students engage with technology-enhanced learning, create digital teaching resources, and explore inclusive digital strategies in teaching and coaching. In the Independent Research Project, students explore the use of digital tools for data collection, analysis, and presentation, strengthening their research and project management capabilities. Furthermore, the Sport Business and Entrepreneurship module will allow students to develop the knowledge and skills to cultivate innovative ideas into business opportunities. The incorporation of the Philosophy of Teaching and Sports Coaching module allows students to critically explore their own moral and ethical values in terms of being an effective coach and educator helping to prepare our graduates for the evolving demands of the sports and education industries. Therefore, the programme will equip graduates with the essential skills and knowledge by focusing content directly on the sector demands, skill gaps and employer needs.

Furthermore, our commitment to provide sector leading support by specialist staff and module tutors for our students throughout their learning journey sets us apart. We ensure that students are not only equipped with the knowledge and skills required for their future careers but also that their voices are heard and valued. The blend of academic rigour, practical application, and student-centred support makes our programme a leading choice for those seeking a well-rounded education in both Physical Education and Sports Coaching.

Many students use this undergraduate degree as a stepping stone to continue their studies, whether that's completing a Masters degree or a professional postgraduate qualification in teaching after graduation. The programme allows flexibility and choice to align project work and industry experience to individual aspirations and specialism stemming from a strong foundation.

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.

Appendix 1

Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g., Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Outcome Key													
Module Titles	K1	K2	C1	C2	P1	P2	P3	P4	T1	T2	T3	T4	T5
Independent Research Project	X	X				X		X	X	X		X	
Philosophy of Teaching and Sports Coaching			X	X	X		X			X	X		X
Sport Business and Entrepreneurship		X	X			X		X				X	X
Digital Education Development	X			X	X		X		X		X		

Map of Teaching and Learning Methods

Level 6

Methods									
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical Coaching Sessions	Group activities	Guest speakers	E Learning/ On-line forums	SCORM (Online)
Independent Research Project	X	X				X		X	X
Philosophy of Teaching and Sports Coaching	X	X		X	X	X		X	
Sport Business and Entrepreneurship	X	X	X			X	X	X	
Digital Education Development	X	X	X	X		X		X	

Map of Graduate Attributes						
Module Titles	Digital competencies and confidence:	Collaboration and inclusivity:	Evidence-based and ethical problem solving:	Resilience and adaptability:	Professionally Focused	Sustainability driven with social responsibility:
Independent Research Project	X		X	X	X	
Philosophy of Teaching and Sports Coaching		X		X	X	X
Sport Business and Entrepreneurship			X		X	X
Digital Education Development	X	X			X	

Map of Assessment Methods

Level 6

Methods						
Module Titles	Report	E-Portfolio	Professional Discussion	Presentation	Business Plan	Investment Pitch
Independent Research Project	70% (7000 Words) Week 30		30% (20 Minutes – 3000 words Equivalent) Week 12			
Philosophy of Teaching and Sports Coaching		100% (10000-Words Equivalent) Week 29				
Sport Business and Entrepreneurship					40% (2000 Words) Week 23	60% (20 Minutes – 3000 words Equivalent) Week 28
Digital Education Development		70% (3500-Words Equivalent) Week 14		30% (15 Minutes – 1500 words Equivalent)) Week 7		

Map Subject Benchmarks to Programme and Module Learning Outcomes

Review your QAA Subject Benchmark and cross reference this to modules within your programme and identify where subject benchmarks are being achieved throughout the programme.

Subject Benchmark Area					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
Section 6.21 understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events in the voluntary, public and private sector	Independent Research Project K1 & P4 Digital Education Development K1 Sport Business and Entrepreneurship P4 & KT5 Philosophy of Teaching and Sports Coaching KT5				
Section 6.20 demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport	Independent Research Project K2 Sport Business and Entrepreneurship K2				

Section 6.18 display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.	Philosophy of Teaching and Sports Coaching C1 Sport Business and Entrepreneurship C1				
Section 5.2 take and demonstrate proactive responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts	Philosophy of Teaching and Sports Coaching C2, P1, P3, KT1, KT2 & KT3 Digital Education Development C2, P1, P3, KT1 & KT3 Independent Research Project P2, KT1, KT2 & KT4 Sport Business and Entrepreneurship P2 & KT4				