

## Programme Specification

1	<b>Awarding Institution/Body</b>	Leeds City College
2	<b>Delivery Location(s)</b>	Leeds City College (University Centre)
3	<b>Programme Externally Accredited by (e.g. PSRB)</b>	
4	<b>Award Title(s)</b>	FD Physical Education and Sports Coaching
5	<b>FHEQ Level</b> <i>[see guidance]</i>	Level 5
6	<b>Bologna Cycle</b> <i>[see guidance]</i>	Short Cycle (within of linked to the first cycle) Qualifications
7	<b>HECoS Code and Description</b>	100095 sports coaching 100098 sports studies
8	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	Full-time
9	<b>Relevant QAA Subject Benchmarking Group(s)</b>	QAA Subject Benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2016). QAA Benchmarks for Foundation Degrees (2015).
10	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSRB Standards)</i>	British Association of Sport and Exercise Sciences (BASES) The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) UKCoaching Association for Physical Education (AfPE)
11	<b>Date of Approval/ Revision</b>	March 2020

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12 Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)

**Foundation Degree Entry Criteria**  
**(text in red to be used where applicable)**

	Typical offer	Minimum Offer
<b>A Levels:</b>	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
<b>BTEC L3 Diploma or Extended Diploma:</b>	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
<b>Access to HE Diploma:</b>	Overall pass with 60 credits, with 24 credits to be at a Merit grade in a relevant subject	Overall pass with 60 credits in a relevant subject
<b>GCSE English:</b>	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) desirable. Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
<b>GCSE Maths:</b>	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards) desirable. 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	
<b>Mature applicants:</b>	Leeds City College 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)	

**Additional entry criteria (to be added where applicable)**

	Criteria
<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>References:</b>	An appropriate reference required.

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<b>13</b>	<b>Educational Aims of the Programme</b> <b>Programme Aims:</b> <ul style="list-style-type: none"><li>● Provide a challenging high quality vocational programme in P.E. and sports coaching.</li><li>● Promote understanding of national curriculum within a P.E. and sport coaching context</li><li>● Produce learners with the experience, knowledge and practical skills to succeed in the P.E. and sports coaching industry.</li><li>● Provide students with an opportunity to complete an empirical study in a Sport, P.E. or sports coaching discipline of their choice.</li><li>● Promote criticality of theories and concepts including pedagogical approaches and their application within the P.E. and sports coaching industry</li><li>● Develop lifelong, independent and reflective learners who can make a positive contribution to P.E. and sports coaching industries.</li><li>● Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region within sport, sports coaching and P.E industries.</li><li>● Produce learners who are prepared for further study and research, as well as professional employment in the sports coaching and P.E industries.</li><li>● Enable learners to progress onto a BA (Honours) Degree relevant to the sports industry.</li></ul>
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1	<b>Learning Outcomes</b>	
	<b>Knowledge and Understanding</b> ( <i>insert additional rows as necessary</i> )	
	<b>K1</b>	Demonstrate knowledge and understanding of theories or concepts appropriate within a P.E. and Sports Coaching industries
	<b>K2</b>	Explore and interpret complex problems within P.E. and Sports Coaching industries
	<b>K3</b>	Analyse a variety of coaching approaches to support learning and development.
	<b>Cognitive/Intellectual Skills</b> ( <i>insert additional rows as necessary</i> )	
	<b>C1</b>	Judge evidence from an array of sources to make critical judgements of topics related to a P.E. and Sports Coaching
	<b>C2</b>	Evaluate opinions and theories within academic literature, using balanced, logical and supported arguments within P.E. and Sports Coaching
	<b>C3</b>	Reflect on own performance and personal development in a P.E. and Sports Coaching context.
	<b>Practical/Professional Skills</b> ( <i>insert additional rows as necessary</i> )	
	<b>P1</b>	Critically apply practical measures to enhance knowledge within the P.E. and Sports Coaching industry
	<b>P2</b>	Operate independently in complex situations by demonstrating skills of critical thinking.
	<b>P3</b>	Analyse the impact and application of current approaches in P.E. and Sports Coaching industries
	<b>P4</b>	Practice a range of standard or innovative techniques within P.E. and Sports Coaching industries.
	<b>Key Transferable Skills</b> ( <i>insert additional rows as necessary</i> )	
	<b>T1</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context.
	<b>T2</b>	Engage effectively in academic discussion and present arguments in a professional manner
	<b>T3</b>	Use problem-solving skills in a variety of theoretical and practical situations.
	<b>T4</b>	Think and operate in an independent manner.
	<b>T5</b>	Demonstrate an effective contribution to team working.
1	<b>Key Learning &amp; Teaching Strategy and Methods</b>  Learning and teaching will be tailored to meet the specific needs of the module whilst integrating some of the key skills required for employment within a sports coaching or physical education industry.  The course will embed opportunities for students to plan, deliver and reflect on their own coaching practice and produce periodised development plans for learners in the classroom as well as in practical sessions to help simulate the real world requirements of the sports coaching and physical education industry. In addition, the course will have student undertake critical reflective discussions on own performance during work related	

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placements and will educate students on the essential requirement within the sports coaching and physical education industry of equality, diversity and inclusion for all participants. ". With this in mind, UKCoaching's code of practice requirements have been integrated into modules, where students will plan, deliver and evaluate a range of coaching sessions to achieve the 1<sup>st</sup>4Sport Multiskills Level 2 Qualification.

The department will centralised students' focus to google classroom (VLE), the department will primarily use this learning platform to provide them with all 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 and 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 VLE.

Student led tutorials 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. Student learning is further supported through a tutorial process, which will be described within the support for learning section.

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. 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 placement opportunities with their peers in group work, discussions and seminar groups. The programme will incorporate practical sessions, which will allow students time to practise and refine their training and research skills in a safe environment before undertaking necessary testing with athletes or embarking upon their work placement. Practical sessions will also be used to supplement the theory and to incorporate professional competencies, such as the Chartered Institute for the Management of Sport and Physical Activity's (CIMSPA) professional standard for a coach. In addition, modules will allow students to develop their leadership skills and management knowledge, ensuring students develop the managerial skills required for employment. To ensure this, students will meet several competencies of CIMSPA's professional standard for the General Manager professional standard.

The Chromebook provided to students upon enrolment of the course will be fully utilised to provide learners with a range of innovative activities to enhance student learning and understanding of a topic. The provision of Chromebooks to learners also ensures that all learners have access to the VLE and can view all available resources. In addition to 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 offering of a Chromebook will help students achieve the Association for Physical Educations' (AfPE) recommendation to provide students 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

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observed. This will be supported with tutor input and formative feedback through observation and peer reflection. Group debates will be held to provide students 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. The British Association for Sport and Exercise Scientists (BASES) identifies that students from all sports disciplines need to have knowledge how to conduct research and how to further develop their research skills.

**2 Key Assessment Strategy and Methods**

The assessments within the programme have been designed with the modern and emerging sports coaching and physical education industry roles and requirements at the forefront of their design. The assessment process is an essential element of the programme design, which looks for students to demonstrate industry required competence in practical sessions, yet the academic dexterity to formulate and problem solve in a written or verbal manner.

The tasks and assessment criteria are clearly explained to the students in the module handbooks. Tutors explain these outcomes and methods to the students for clarity. Formative feedback is integral to the teaching, learning and assessment strategy of the course, these will be shown in the module scheme of work.

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 sports coaching and physical education industries. As oral and written communication skills are vital across the sports coaching and physical education industry, individual presentations will be used as an assessment method across multiple level 4 modules. Modules such as Coaching Practice, Leadership And Management, Sociology of Sport and P.E. and Sport Analysis will utilise presentations to allow students to fully explain their understanding and practical application of underpinning concepts or theories. 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 addition, the sports coaching and physical education industry require the ability to reflect and evaluate performance both verbally and in writing. Therefore, reflections, evaluations and vivas have been integrated into the Sociology of Sport and P.E., Work Related Learning and Pedagogical Principles of Coaching modules to aid the oral and written communication skills vital to industry.

The Work Related Learning module will utilise a viva for summative assessment, which will evaluate students' personal and professional growth from experience in a specialist pathway of their choice. Although, formative assessment will be a major feature of the Work Related Learning module, where regular employer feedback, work based practical

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observations and reflective logs will be utilised to prepare the student to discuss their development at their viva.

Although oral and written development is inherent across the level 4 modules, the level 5 modules will require a greater focus on individuals' academic, research and analytical skills. This is evident within the Professional Practice, Outdoor Education and the Independent Study modules where essays, reports and research posters will be utilised. The increased requirement to focus on growth of practical, academic and professional skills will ultimately promote increasing independence, particularly when devising and implementing a small-scale research study. Formative assessment will focus on the use of deciphering and collating relevant research, the paraphrasing of literature, written rationales and the creation of materials that will promote a deeper understanding of the content matter.

It is important that students understand the need to attain and consequently demonstrate a level of understanding and competence when working with others in the sports coaching and physical education industry. For this reason, a class based assessment will be used within the Psychology of Sport and Physical Education module and practical assessments will be used in the Pedagogical Principle of Coaching and Professional Practice modules where an in depth knowledge of theory is required but the true application to real world scenarios is essential. The class-based assessment and practical assessments will challenge students to deal with a singular attempt approach, which is synonymous to the sports coaching and physical education industry. The class-based assessment and practical assessments will encourage students to apply the depths of their knowledge to real world scenarios, but facilitate a breadth and scope of multifaceted industry related issues, typically present within a sports coaching and physical education context. Formative assessment will play a crucial role within the students' preparation and to ensure successful execution of the task provided, short practical observations, peer feedback and drafting of session plans or mock answers will provide milestones so students can reach a level of competency.

Additional practical sessions and tutorial support will be provided to facilitate the vocational qualifications, which will accompany the foundation degree. Therefore, additional practical time will be added to students' timetables to enable them to achieve/become competent/ proficient and meet the Awarding Body's certification requirements.

Although the Google platform is currently in Beta with its plagiarism software Google Classroom, the department will still use Turnitin for Summative Assessments. Our students have found the formality of submitting through a separate operating system very useful as it adds clarity and convention to the summative assessment submission process.

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**Programme Modules**  
*The modules that comprise each stage of the programme should be accurately stated. The status of the modules should be recorded as either Core or Option. You should also record if modules are non-compensatable in the appropriate column and include the module code (additional copies to be completed for each named pathway). The modules must collectively facilitate the achievement of the programme learning outcome and be appropriate for the awards.*

<b>Level 4</b>						
Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance
	Sports Analysis	20	Core		Y	
	Sociology of Sport and P.E.	20	Core		Y	
	Psychology of Sport and Physical Education	20	Core		Y	
	Professional Development	20	Core		Y	
	Coaching Practice	20	Core		Y	
	Outdoor Education	20	Core		Y	
<b>Level 5</b>						
Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance
	Work Related Learning	20	Core		Y	
	Independent Study	20	Core		Y	
	Leadership And Management	20	Core		Y	
	Professional Practice	20	Core		Y	
	Pedagogical Principles of Coaching.	20	Core		Y	
	Planning for Optimal Performance	20	Core		Y	



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<b>4</b>	<p><b>Programme Structure</b></p> <p><b>Level 4:</b></p> <p>Level 4 has been structured in a way to provide students with the underpinning knowledge and practical competency required to forge a successful career within a range of sport and exercise disciplines.</p> <p>The programme contains three themes:</p> <ol style="list-style-type: none"> <li>1. Equipping the student with the core skills and knowledge relevant to employment in the sports coaching and physical education industry.</li> <li>2. Consistent contextualisation of module theory to the sports coaching and physical education industry, which will further link the learning of skills, principles and concepts to the practical workings.</li> <li>3. Regular application of module theory in practice and the integration of employment requirements of the sports coaching and physical education industry.</li> </ol> <p>A key challenge that the programme delivery team will face is the disparity in learners' ability to show ownership of their learning and fundamental research skills between level 3 to level 4 study. Therefore, the structure of the first year of the foundation degree is to deliver and embed the essential academic and research skills required at Level 4 study. The aim of this structure is to introduce students to researching from a variety of sources, plagiarism, paraphrasing and the individualisation of their knowledge and written application. The structure of an academic first semester allows mature students returning to education the opportunity to reframe their previous learning experiences, their practical skills, a sustained chance of acclimatising to the academic requirements of the course and the learning environment.</p> <p>The first semester provides students with a balanced of theoretical and practical elements required within a sports coaching and P.E. context. The Professional Development module will ease transition from level three study or students returning to studying by ensuring students' academic, personal and professional growth. The Psychology of Sport and Physical Education and Coaching Practice modules provides students with key underpinning principles, which are further explored as students' progress, for example, within the Pedagogical Principles of Coaching Sport and P.E.</p> <p>The second semester provides students with opportunities to develop and explore their own personal growth and development of a group identity. The Outdoor Education module enables learners to apply key principles of delivery such as communication and team building in unfamiliar surroundings, in line with the sport and physical activity national curriculum. The modules will provide the students with the appropriate skills and academic understanding, thus aiding the transition into level 5 and offer employability options for their specific chosen career.</p>
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<b>Level 4</b>			
<b>Semester 1</b> Weeks 1-15	Psychology of Sport and Physical Education (20 credits)	Coaching Practice (20 credits)	Professional Development (20 credits)
<b>Semester 2</b> Weeks 16-30	Outdoor Education (20 credits)	Sociology of Sport and P.E. (20 credits)	Sports Analysis (20 credits)

**Level 5:**

All pathways will involve students undertaking, as part of the Work Related Learning Module, valuable work experience. This will provide them with an opportunity to develop personally and professionally and thus, gain the necessary knowledge, skills and experience to gain employment in their chosen field upon successful completion of their programme of study. The Level 5 modules such as Independent Study also aid preparation for further study by providing the opportunity to develop research skills and primary data collection.

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

FD Physical Education and Sports Coaching

<b>Level 5</b>			
<b>Semester 1</b> Weeks 1-15	Leadership and Management (20 credits)	Pedagogical Principles of Coaching. (20 credits)	Independent Study (20 credits)
<b>Semester 2</b> Weeks 16-30	Work Related Learning (20 credits)	Professional Practice (20 credits)	Planning for Optimal Performance (20 credits)

**Part time delivery**

The part time route will require students to infill into the same modules as the full time students in Semesters 1 and 2. The students will complete two modules in semesters 1 and 2 whilst attending the college one day per week. The part-time structure will allow one year of the course to be completed in 18 months rather than two years and graduate after three years instead of four.

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**Part time structure**

**Year 1**

<b>Level 4</b>		
<b>Semester 1</b> Weeks 1-15	Psychology of Sport and Physical Education (20 credits)	Coaching Practice (20 credits)
<b>Semester 2</b> Weeks 16-30	Outdoor Education (20 credits)	Sociology of Sport and P.E. (20 credits)

**Year 2**

<b>Level 4</b>	<b>Semester 1</b> Weeks 1-15	Professional Development (20 credits)	Sports Analysis (20 credits)
<b>Level 5</b>	<b>Semester 2</b> Weeks 15-30	Professional Practice (20 credits)	Planning for Optimal Performance (20 credits)

**Year 3**

<b>Level 5</b>		
<b>Semester 1</b> Weeks 1-15	Leadership and Management (20 credits)	Pedagogical Principles of Coaching (20 credits)
<b>Semester 2</b> Weeks 16-30	Independent Study (20 credits)	Work Related Learning (20 credits)

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<b>5</b>	<p><b>Apprenticeships</b></p> <p>Currently, no higher level apprenticeships exist for sporting pathways, so this cannot be offered.</p>
<b>6</b>	<p><b>Support for Students and Their Learning</b></p> <p>The award adopts the following approach to student learning support:</p> <p>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 July 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 or Course Leaders will be maintained during the application-to-enrolment period, as well as on course. Support services are further discussed and signposted at enrolment and during induction, as well as through the structured tutorial programme.</p> <p>A tailored induction to support begins and is reinforced within the detailed induction programme. Prior to the induction, the admissions team will make the department and HE learning and 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 VLE and assessments. During the induction week, tutors will undertake a one to one 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. These</p>

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tutors will meet the students in group study skills sessions, practical sessions and individual one to one tutorials 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 Hangouts), the VLE (Google Classroom) 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 VLE.

Each student is allocated at least one tutor for regular tutorials and personal development planning. Where a student is to study modules focusing on the occupational sector a tutor will be allocated; one from Sport Coaching and one from the P.E. specialism. This is implemented in the first term and continued throughout the two years of study. Tutorials are tracked throughout the use of the on-line ProMonitor software.

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 for the duration of the Foundation Degree which will help focus reflection and personal development as well as inform meetings with personal and module tutors.

Although students are encouraged to become independent learners, access to 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. The sport department have also employed a former student as a academic skills tutor, who supplements the level of support provided to students and will hold 1-2-1 support meetings with students across all levels of study. In addition, each programme pathway has an allocated tutor to provide students support on attendance issues, accessing library resources, career aspirations, financial planning and establishing a 'working towards' grade.

Students are fully supported in their work related experience / placements, continually from pre-enrolment to programme completion, by both a placement mentor and a programme work placement supervisor. Although students are encouraged to find and negotiate their own placements, the programme team will assist students in this process where necessary. Whilst on placement, 1:1 tutorials will provide learners with the opportunity to discuss any issues or concerns about their placement activities. There will be thorough tracking throughout the evidence gathering for portfolios in the Work Related Learning module. Work placement visits will also be carried out where possible. The placement mentor (employer-based) will be fully supported and provided guidance by the programme work placement supervisor, and programme team. They will be provided with a mentor handbook, including thorough information of placement expectations and communication processes between the employer and the college.

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

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	<p>functional capabilities such as printing, so that students do not have to log on to a desktop computer.</p> <p>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.</p>
<p><b>7</b></p>	<p><b>Distinctive Features</b></p> <ul style="list-style-type: none"> <li>▪ The sports department have excellent overseas employer links through the ERASMUS Transnational scheme, where students experience fully funded work placements in Sweden, Finland or Austria. Students who are successful in their applications will have the opportunity to experience a three week work placement leading 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. 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. The 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.</li> <li>▪ 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.</li> <li>▪ The sports team have established an employer link with PE Partner who offer our students paid work related learning placements if they possess a Level 2 in Multiskills. If they do not, then PE Partner provide a work placement supervisor for the duration of their work placement and will then pay for the student to undertake the Level 2 in Multiskills qualification.</li> <li>▪ The sports department have established a partnership with Bear Cricket, who offer funded performance analysis work placements abroad in Spain at the world class Desert Springs. The partnership offers students the opportunity to gain real world practice using performance analysis software, coding individuals’ performance and providing a feedback package to all of the individual teams during their morning pre-match meeting.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ 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 have the opportunity to complete the free STATS level 1 qualification, equivalent to £250 per student.</li> <li>▪ 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.</li> <li>▪ The sports team has excellent sports coaching and sports performance industry links with professional and amateur sports clubs across Leeds and the surrounding area. This provides excellent opportunities for students to undertake action research projects. Examples of the industry links are Farsley Celtic Football Club, Bradford City Football Club, Bradford City Community Foundation, Leeds United Football Club, Leeds United Foundation, West Riding County Football Association, Powerleague, Football World, Goals Leeds Carnegie RUFC, Leeds Rhinos RLFC, Yorkshire County Cricket Club, Roundhay Golf Club, Leeds City Golf Club, Leeds Golf Centre, Oulton Hall and the Yorkshire Sport Foundation.</li> <li>▪ The sports department has excellent exercise industry links across Leeds. This provides excellent opportunities for students to undertake work placements, action research projects and gain employment whilst on the course. Examples of the industry links are Active Leeds, Firehouse Fitness, Virgin Active, Nuffield Health, David Lloyd, Pure Gym, Exercise for Less, DW Fitness and Oulton Hall.</li> <li>▪ The sports department annually enters a male 11 –a-side football team into the BUCS league and the department covers all of the costs. This allows students a fuller university experience and offers students to incorporate and actively apply the information learnt within the taught programme.</li> <li>▪ 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. 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.</li> </ul>
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## Stage Outcomes (Undergraduate Awards only)

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
<b>K1</b>	Demonstrate knowledge and understanding of theories or concepts appropriate within a P.E. and Sports Coaching industries	Identify and explain theories and concepts used within P.E. and Sports Coaching industries.
<b>K2</b>	Explore and interpret complex problems within P.E. and Sports Coaching industries	Describe and explain key areas of a topic relevant to P.E. and Sports Coaching industries.
<b>K3</b>	Analyse a variety of coaching approaches to support learning and development.	Identify and explain a range of coaching approaches to support learning and development
<b>C1</b>	Judge evidence from an array of sources to make critical judgements of topics related to a P.E. and Sports Coaching	Organise information from websites, books or journals to describe contrasting viewpoints within P.E. and Sports Coaching industries.
<b>C2</b>	Evaluate opinions and theories within academic literature, using balanced, logical and supported arguments within P.E. and Sports Coaching	Collate and record evidence from websites, books or journals to describe contrasting viewpoints within P.E. and Sports Coaching industries.
<b>C3</b>	Reflect on own performance and personal development in a P.E. and Sports Coaching context.	Identify and explain strengths and areas of development for personal development towards a career within P.E. and Sports Coaching industries.
No.	Programme Outcome	Stage/Level 4(1)
<b>P1</b>	Critically apply practical measures to enhance knowledge within the P.E. and Sports Coaching industry	Identify and explain an approach used to overcome obstacles within P.E. and Sports Coaching industry
<b>P2</b>	Operate independently in complex situations by demonstrating skills of critical thinking.	Identify and practice selecting suitable techniques to promote ethical practical and professional skills development.
<b>P3</b>	Analyse the impact and application of current approaches in P.E. and Sports Coaching industries	Identify and explain the effect of new approaches within P.E. and Sports Coaching industry
<b>P4</b>	Practice a range of standard or innovative techniques within P.E. and Sports Coaching industries.	Utilise a range of standard techniques within P.E. and Sports Coaching industry
<b>T1</b>	Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	Identify and use suitable communications skills within P.E. and Sports Coaching industry
<b>T2</b>	Engage effectively in academic discussion and present arguments in a professional manner	Identify and use appropriate writing and academic skills to present contrasting viewpoints
<b>T3</b>	Use problem-solving skills in a variety of theoretical and practical situations.	Identify and select suitable ways to resolve situations within P.E. and Sports Coaching industry



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<b>T4</b>	Think and operate in an independent manner.	Act with limited autonomy, under direction or supervision within defined guidelines
<b>T5</b>	Demonstrate an effective contribution to team working.	Engage in team activities to enhance a co-operative approach to learning and working

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**Map of Outcomes to Modules**

Outcome Key															
Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
<b>Level 4</b>															
Sports Analysis	X			X					X			X			X
Sociology of Sport and P.E.		X		X			X						X		X
Psychology of Sport and Physical Education	X				X			X				X		X	
Professional Development		X				X		X			X			X	
Coaching Practice			X			X			X	X			X		
Outdoor Education			X		X		X			X	X				
<b>Level 5</b>															
<b>Module Titles</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>
Independent Study		X		X				X				X		X	
Work Related Learning		X				X	X						X		X
Leadership and Management	X			X					X		X				X
Pedagogical Principles of Coaching	X				X				X	X				X	
Professional Practice			X			X	X			X	X				
Planning for Optimal Performance			X		X			X				X	X		

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**Map of Teaching and Learning Methods**

**Level 4**

Module Titles	Methods									
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals (design and production of sessions)	Group activities (Presentation s etc.)	Guest speakers	IT Workshops	Independent / E Learning/ On-line forums	
Sports Analysis	✓	✓	✓		✓			✓		✓
Sociology of Sport and P.E.	✓	✓	✓							✓
Psychology of Sport and Physical Education	✓	✓	✓			✓		✓		✓
Professional development		✓				✓				✓
Coaching practice		✓		✓	✓	✓				✓
Outdoor Education		✓			✓	✓				✓

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**Level 5**

Module Titles	Methods									
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practical (design and production sessions)	Group activities (presentation s etc.)	Guest speakers	IT Workshops	Independent / E Learning/ On-line forums	
Independent Study	✓	✓		✓	✓			✓	✓	
Work Related Learning		✓	✓					✓	✓	
Leadership and Management		✓			✓			✓	✓	
Pedagogical Principles of Coaching	✓	✓		✓	✓	✓		✓	✓	
Professional Practice	✓	✓			✓	✓		✓	✓	
Planning for Optimal Performance	✓	✓			✓			✓	✓	

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**Map of Assessment Methods**

**Level 4**

Module Titles	Essay	Case Study	Reflection	Class based assessment	Professional Discussion	Presentation	Practical	Portfolio
Psychology of Sport and Physical Education		50% (equiv. 1500 words) <b>WEEK 10</b>		50% (equiv. 1500 words) <b>WEEK 15</b>				
Coaching Practice						50% (equiv. 1500 words) <b>WEEK 7</b>	50% (equiv. 1500 words) <b>WEEK 13</b>	
Professional Development			40% (equiv. 1200 words) <b>WEEK 14</b>					60% (equiv. 1800 words) <b>WEEK 8</b>
Sports Analysis	60% (1800 words) <b>WEEK 24</b>					40% (equiv. 1200 words) <b>WEEK 30</b>		
Sociology of Sport and P.E.					50% (equiv. 1500 words) <b>WEEK 21</b>	50% (equiv. 1500 words) <b>WEEK 29</b>		

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Outdoor Education								50% (equiv. 1500 words) <b>WEEK 23</b>	50% (equiv. 1500 words) <b>WEEK 28</b>	
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**Level 5**

<b>Module Titles</b>	<b>Report</b>	<b>Project</b>	<b>Practical</b>	<b>Portfolio</b>	<b>Professional Discussion</b>	<b>Presentation</b>	<b>Poster Presentation</b>	<b>Essay</b>
Independent Study	60% (2400 words) <b>WEEK 15</b>						40% (equiv. 1600 words) <b>WEEK 8</b>	
Leadership and Management		50% (2000 words) <b>WEEK 14</b>				50% (equiv. 2000 words) <b>WEEK 9</b>		
Pedagogical Principles of Coaching			50% (equiv. 2000 words) <b>WEEK 13</b>					50% (2000 words) <b>WEEK 7</b>
Work Related Learning				50% (equiv. 2000 words) <b>WEEK 26</b>	50% (equiv. 2000 words) <b>WEEK 30</b>			

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Professional Practice	50% (2000 words) <b>WEEK 23</b>		50% (equiv. 2000 words) <b>WEEK 29</b>						
Planning for Optimal Performance							100% (equiv. 4000 words) <b>WEEK 28</b>		