

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Sport Coaching and Physical Education
1.7 Mode and Duration of Study:	Full Time – 6 years Part Time – 3 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECOS Code:	100095
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	SCP1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Event, Hospitality, Leisure and Tourism (2016)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-introduction.pdf International Council for Coaching Excellence www.icce.ws/ and the European division of the ICCE , the European Coaching Council / www.icce.ws/ecc/european-coaching-council.html The Chartered Institute for the Management of Sport and Physical Activity www.cimspa.co.uk/hepartner Sportscoach UK Codes of Practice Department for Education OFSTED
1.16 Language of Study (for learning, teaching and assessment):	English

1.17 Work-Based Learning Arrangements:	SCPD90 Work Based Learning
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	November 2017
1.21 Date of Commencement:	September 2018
1.22 Review Date:	By August 2024

2. Programme Outline

A Sport Coaching & Physical Education degree from Plymouth Marjon University enables students to develop their expertise in these fields, underpinned by an in depth understanding of learning processes, sport development and wider policy contexts, and coach education. In many situations new students are uncertain exactly what specific aspects of sport they wish to study and what potential careers might be available. The development of this programme provides students with the opportunity to experience the three core strands of sport development, sport coaching and physical education encapsulated in a coherent suite of modules under one programme. By doing this students get an insight into the diversity of sport development, coaching and physical education and understand their interdisciplinarity, enabling them to make an informed choice in future years in terms of module choice and ultimately their future career.

The synchronisation of sport development, coaching, and physical education is a necessity when the current and future plans of the Government and Sport England are considered. Although often treated, to a large extent, as separate in undergraduate programmes, there is a clear need for individuals to appreciate and utilise information from each of these academic fields in understanding how coaching and physical education fits within a broader sport development landscape.

This programme engages them in the study and applied application of sports coaching, sport development and Physical Education, which is explored in greater depth through the core modules. The University's productive links with professional sports clubs, as well as elite and community sports programmes in Plymouth and beyond, provides numerous opportunities to develop students' applied experience of sport development, coaching and teaching in real-world settings. The BA (Hons) Sport, Coaching and Physical Education degree prepares students to work in a range of roles related to sport development, coaching and teaching contexts. The programme's content to provide a solid underpinning in the three strands is established in year one, with core modules in each area that run through the programme, but which provides some opportunity for students to tailor their pathway towards one of these strands through placement, module selections, and the Honours project. The programme is underpinned by current research, theoretical discourse and professional practice. Importantly, the programme is designed for students to become practically competent when working in their chosen sport related sector. Staff are engaged with applied practice and research across the domains of sport development, coaching and PE (as reflected in staff CVs and Staff Profiles). Staff publish in, and peer review for quality international academic journals and publications. Staff author and edit world leading academic texts and are part of national committees for the UK Sport Development Network and Marjon hosted the 2017 national UKSDN conference. Furthermore staff have gained the highest level coaching qualifications which impact directly on the design and delivery of the coaching modules.

On graduating, students will be equipped to progress into a wide range of sport-related careers, including sport development, coaching, physical education teaching.

2.1 Integrating Sustainability into the Curriculum

3. Distinctive Features

The BA Sport Coaching and Physical Education degree brings together these distinct areas of study into a coherent programme structure that aims to provide students with the opportunity to be prepared to work across these three sectors.

The distinctive features of the degree programme include:

- Overall the programme is distinctive in bringing together the academic and applied fields of Sport Development, Coaching and Physical Education. Students benefit from working with specialist subject academics and practitioners across these three fields to provide excellent subject and industry insight.
- Students gain an understanding the breath of the sport development landscape (broadly defined) to understand the positive, and negative, role sport plays in society. Students consider issues of social inclusion and equality in practice; the role of sport and physical education in health and physical activity; community development and regeneration; and the critical role of sport development practitioners, sports coaches and physical education teachers play in this.
- Students experience a range of practical application of the subject knowledge in applied contexts. This can include sports participation and the coaching and teaching of both adults and juniors, at both participation and performance levels;
- The opportunity for students to begin to develop more specialist knowledge in year's 2 and 3 of the programme in a specific discipline, i.e. performance coaching or inclusion in sport and physical education, or in a PE teaching context.
- Students are able to tailor applied experiences through a sport event management module working with industry partners or through placement learning within sport development, sport coaching, or educational settings.
- Volunteering opportunities are facilitated in a variety of professional and amateur sports clubs to support volunteers and to provide expert support in coaching, sports analysis, and students may also volunteer in primary or secondary schools either in curriculum or extra curriculum provision.

4. Programme Aims

The programme aims to foster a culture of continued personal and professional reflection and development to support career development planning. The successful completion of the programme will give the graduate the skills necessary to work within their chosen sports sector, and opportunities to continue to study at postgraduate levels.

The overarching aim of the Sport Coaching and Physical Education programme is to develop in students a broad base of knowledge, skills and critical understanding in the context of sports coaching, teaching physical education and sport development/leadership. The specific programme outcomes will enable BA (Hons) Sport Coaching and Physical Education graduates to demonstrate the following skills in line with the QAA benchmarks

The Programmes aims to:

- Develop students' critical thought, intellectual reasoning and practical competence for application to diverse settings.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both

- intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific programme aims:

- To enable students to acquire a solid foundation in their knowledge, understanding and practical experience of the underlying concepts, theories and principles of sports development, coaching, coach education, teaching physical education.
- To allow students to develop their intellectual and practical skills in applied aspects of sports development, coaching, coach education, teaching physical education.
- To facilitate students' growing appreciation in relation to the synchronisation of sports coaching, physical education teaching and sports development.
- To develop the abilities and competencies of students to become critical thinkers and independent learners.
- To enable students to study the historical, social and contemporary issues of sport, coaching and physical education.
- To prepare students for employment, or for postgraduate study, by equipping them with a diverse range of skills.
- To enhance employability with the development of a range of skills and attributes relevant to the sector.
- To provide conditions for vocational learning and applied practice with a range of work-based and voluntary opportunities.

5. Programme Learning Outcomes

The programme outcomes indicate the range and level of capabilities, which all BA (Hons) Sport Coaching and Physical Education students should have achieved upon completion of the programme. These have been formulated in line with the 2008, Level 6 Framework for Higher Education Qualifications in England (FHEQ), which state that holders of a Bachelor's degree with honours will have the qualities necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

These outcomes are promoted and developed throughout the programme. The modules have been designed to ensure that the students have the opportunity to be assessed in a variety of skills throughout the programme.

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive and critical understanding of the underlying concepts, processes, theories and issues underpinning sport coaching of both junior and adult participants, primary and secondary PE teaching and sport development;
2. A comprehensive understanding of the moral, ethical, educational and legal issues which underpin professional practice in sport development, coaching and physical education;

3. An ability to apply, interpret and critically evaluate the findings of research in the realm of sport, coaching, coach education and physical education settings;
4. An ability to apply processes of learning to the contexts of sports development, coaching, coach education and physical education teaching;
5. An understanding and ability to utilise ICT within sport development, coaching, physical education teaching and general sport contexts.
6. An understanding of the issues of inclusive practice, having been given opportunities to challenge these issues, and explore the concepts of excluded groups in sport.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

7. An ability to critically assess and evaluate evidence to develop reasoned and informed argument;
8. An ability to comprehensively describe, analyse and interpret data using a variety of appropriate techniques;
9. An ability to use and interpret knowledge and information to solve problems in theoretical and practical contexts;
10. An ability to research and critically evaluate theories, principles and concepts in sport development, sports coaching, and physical education with minimal supervision;
11. An ability to apply existing theories, concepts and techniques to solve new problems;
12. An ability to take responsibility for their learning and continuing professional development.

Practical skills:

By the end of this programme students should be able to demonstrate:

13. Safe and effective field based practice in the realms of coaching, sport development and teaching to both juniors and adults, video analysis, education, leadership and laboratory work; to include risk assessment and the identification of emergency procedures.
14. Technical proficiency across a range of practical contexts in sport development, coaching, teaching and analysis;
15. Competence in the ability to disseminate good practice;
16. Effective leadership skills with a range of stakeholders in the context of sport development, coaching, coach education and physical education teaching.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

17. An ability to communicate effectively in a variety of forms reflective of the sporting environment.
18. An ability to critically reflect and evaluate personal strengths and weaknesses.
19. An ability to work effectively as a member of a team and take responsibility for leadership where appropriate.
20. An ability to select and manage information using appropriate ICT, including the internet, word processing, spreadsheets and statistics, and video analysis software packages.
21. An ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
22. A confidence to challenge received opinion and debate in a professional manner.
23. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally

and in writing (level 4).

24. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
25. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

(To include a paragraph on the learning and teaching strategy)

Glossary of Learning and Teaching Modes

Method	Description
Case Studies:	Case study or scenario based learning activities. A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field.
Computer based learning / E-learning:	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Critical reflection or review:	Critical reflection is a reasoning process to make meaning of an experience, and to highlight areas of academic, personal and professional strength and weakness.
Edeblog:	A discussion or informational website created for educational purposes. They archive and support student and teacher learning by facilitating reflection and questioning.
Essay:	A piece of writing on a particular subject where students are encouraged to fashion a coherent set of ideas or arguments.
Examination/Seen Exam:	A formal test, under exam circumstances, of a student's knowledge or skill in a particular subject. A Seen Exam is where the student has access to the exam questions prior to the formal exam.
Field work:	Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room.
Electronic material:	This includes moodle based exercises and other software
Group discussions:	A focus group who work together to discuss opinions and gauge their responses to specific stimuli.
Group Work:	Students work in small groups to achieve a goal or carry out a task. There is usually a chance to disseminate the results within the larger module group.
Guest Speaker:	Typically refers to using specialists from the field to present to students.
Independent Study/Directed self-study:	Activities where an individual learner conducts research, or carries out a learning activity, on their own. Often guided by lecturer instruction.

Introductory written exercise:	A Level 4 formative piece of academic writing.
Lab Report or Report:	Provides a formal record of an experiment. The discussion of objectives, procedures, and results should be specific enough that interested readers could replicate the experiment.
Learning Agreement:	A selection of compulsory tasks at Level 4 designed to assess basic academic skills, ie. Referencing.
Lectures:	Subject introduced and delivered by the teacher, normally to a whole or large group, to transmit information.
Literature Review:	A text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work
Peer group study:	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and Professional Development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Portfolio:	A compilation of academic work and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, and academic achievement; (2) determining whether students have met learning standards or other academic requirements.
Practical sessions (including Teaching or Coaching):	Student activity, e.g. learning a skill or group work. This can include laboratory sessions, coaching or teaching sessions in the sports hall, fitness suite or outdoors.
Presentations:	Typically refers to when a student or group of students display academic content to an audience for assessment purposes. By doing presentations, students learn how to speak in front a group, a broadly applicable professional skill, and how to prepare material for public presentation, and practice (especially with feedback) that improves their speaking skills.
Seminar groups:	These are generally understood to be a small group meeting in which students and a tutor discuss information on a chosen topic, and where they may analyse data in detail, adding detail to a lecture, or reporting back on some data collection task, for example.
Short Development Project:	Students produce their first Edublog web based portfolio of academic evidence.
Tutorials:	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Video and Digital analysis:	Students analyse sports movement and patterns of play in detail using video and software.
Virtual Learning Environment (VLE):	A software system designed to support teaching and learning in an educational setting.

Work Based Placement:	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices.
Workshops:	A group of people engaged in intensive study or work normally in a creative or practical field.

6.1 Learning Enhancement

The BA (Hons) Sport Coaching and Physical Education adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning, teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. In addition, and in preparation for employment, the teaching approach utilises problem solving, work based learning and professional practice to reflect the work environment. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport development to professional practice.

Modules in the Sport Coaching and Physical Education programme carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective Module Leaders and Lecturers.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course will employ a variety of approaches, such as guest speakers, course conferences and applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of industry qualifications.

6.2 e-Learning

The team recognises the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme also has a twitter feed that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

(To include a paragraph on the assessment strategy)

The assessment strategy of the BA (Hons) Sport Coaching and Physical Education programme uses a holistic approach incorporating formative and summative achievement of Learning Outcomes. In addition the teaching team implement a strategy where assessment can be re-visited in future years, and reflected upon, when needed eg. portfolios of evidence, problem based assessment. Students are given formative feedback on essay structure, content and referencing before submitting any pieces of writing for summative assessment. It is also present in applied modules in Sport Development and practical coaching assessments in SCPC01 where students are given

verbal formative and corrective feedback on their coaching delivery before being summatively assessed on their delivery at the end of the module. Similar practices occur through year's 2 & 3 on modules SCPD90 SCPD04, PHS01 and then SCPH02. SCPH02, specifically, uses a coaching practice matrix for each individual student, which is completed each week by the student to better engage them in their own learning and progression.

Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module Learning Outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide the student.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment will be employed to support students in their learning and development.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will potentially avoid the temptation for plagiarism within formative and summative assessment. This will support an objective approach to assessment against the academic criteria.

Glossary of Assessment Modes

Method	Description
Application and interview:	An assessment whereby students go through the process of applying for a job and are subsequently interviewed.
Assignment:	An extended piece of written work, which includes research and/or own reflective practice
Case study:	An analysis of a real-life example within the field.
Critical Review/literature review:	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Essay:	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Evaluation/Evaluative Report:	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of a placement, event, work experience etc.
Examination:	Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.
Fieldwork:	Assessment based on practical work, which can take a variety of different forms according to the module.
Honours Project:	An in-depth independent study of 10,000 words, or equivalent, chosen by the student.
Online Assessment:	Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

Oral Presentation:	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.
Peer evaluation:	A form of assessment in which assessments by the students are made of each other and which contribute towards the module grade.
Portfolio / E-Portfolio / Resource File:/Reflective Portfolio:	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievement.
Poster Presentation:	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills
Practical Assessment:	Practical performance measured against set criteria using recognised guidelines or national awards
Reflective journal:	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.
Report:	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Research proposal:	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The Sport Coaching and Physical Education Framework provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain new skills and experiences that will enhance their future employability. Students will have the opportunity to engage in structured work experience opportunities (SCPD90), and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest. This approach prepares the undergraduates for the demands and requirements for business across the three strands of sport development, coaching and teaching. In addition to this, and within modules in years 1 and 2 (either SCPD90) there will be opportunities for students to engage in entrepreneurship activities and learning to further support and prepare for the workplace. These sessions will also run parallel to module delivery, across the 3 years, allowing students to discover new approaches to the workplace, and how to exploit these openings.

Students can also engage with industry at several other points throughout their programme, though applied projects (SCPD90), practical delivery and coaching (SCPC01; SCPD04; PHSH01; SCPH02) and applied sports coaching analysis (SCOD01 and FDVH51). The programme is strongly vocationally orientated and students review their career aspirations in year 1, and complete a Career Development Plan to ensure they maximise opportunities to enhance their future

employability, via direct opportunities at university and via external opportunities. This is coupled with the new Futures programme delivered via PDT's. Understanding the sports industry is integral to the programme and the breath of the sporting landscape and employment opportunities become apparent to students.

10. Programme Structure

The programme structure is noted below. Year 1 of the programme is prescribed with the non-condonable modules noted in line with the University curriculum model and policy. Year 2 of the programme also includes 2 compulsory modules, SCPD90 and SCPD02, of which one is a non-condonable module which is Work Based Learning (SCPD90), again in line with University policy. In year 3 the Honours Project (40c) is non-condonable, and one of four compulsory modules. Students will have the option to select from three optional modules. The Honours Project is an accumulation, and a culmination of subject knowledge and understanding, transferable skills, practical skills and intellectual skills gained throughout the programme. The completion of an honours project is, therefore, a reflection on a skill set, which will aid future employability.

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSC03	Becoming a Sports Coach or Physical Education Teacher	20	100% Coursework	Semester A*	Compulsory	Condonable
SCPC01	Coaching and Teaching: Process and Practice	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
PHSC04	Sport Science Principles of Growth and Development	20	100% Exam	Semester B	Compulsory	Condonable
SCPC02	International Studies in Sport & PE	20	100% Coursework	Semester B	Compulsory	Condonable
SCPC03	Beyond the Game: Introduction to Performance Analysis	20	100% Coursework	Semester A	Compulsory	Condonable
PHSC01	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	20	100% Coursework	Semester A	Compulsory	Condonable

*Credit imbalance at level 4 has been approved.

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCPD90	Engaging with Employability: Sport Coaching	20	100% Coursework	Semester X	Compulsory	Non-Condonable
SCPD02	Research Methods in Sport & PE	20	100% Coursework	Semester X	Compulsory	Condonable
SCPD05	Learning Theory & The Learner	20	100% Coursework	Semester A	Compulsory	Condonable
SCPD04	Coaching Theory & Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
SCPD01	Sport and Education	20	100% Coursework	Semester A	Compulsory	Condonable
SCPD03	Practical Aspects of Performance Analysis in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
PHSH01	Pedagogy in Practice	20	50% Coursework 50% Exam	Semester A	Optional	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable
FDVH51	Performance Coaching	20	40% Coursework 60% Practical	Semester B	Optional	Condonable
SCPH02	Coaching Children in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
SCPH03	Achieving High Quality Provision in Sport Coaching and Education	20	100% Coursework	Semester A	Compulsory	Condonable
PHSH02	Thematic Learning in Education	20	70% Coursework 30% Practical	Semester B	Optional	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSC03	Becoming a Sports Coach or Physical Education Teacher	20	100% Coursework	Semester A*	Compulsory	Condonable
SCPC01	Coaching & Teaching: Process & Practice	20	50% Coursework 50% Practical	Semester X	Compulsory	Condonable
SCPC03	Beyond the Game: Introduction to Performance Analysis	20	100% Coursework	Semester A	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSC01	Fundamental Movement Skills	20	100% Coursework	Semester A	Compulsory	Condonable
PHSC04	Sport Science Principles of Growth & Development	20	100% Practical	Semester B	Compulsory	Condonable
SCPC02	International Studies in Sport & PE	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCPD90	Engaging with Employability: Sport Coaching.	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SCPD05	Learning Theory & The Learner	20	100% Coursework	Semester A	Compulsory	Condonable

SCPD03	Practical Aspects of Performance Analysis in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
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Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SCPD02	Research Methods in Sport & PE	20	100% Coursework	Semester X	Compulsory	Condonable
SCPD01	Sport and Education	20	100% Coursework	Semester A	Compulsory	Condonable
SCPD04	Coaching Theory & Practice	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
FDVH51	Performance Coaching	20	40% Coursework 60% Practical	Semester B	Optional	Condonable
PHSH02	Aesthetic and Diverse Activities in Physical Education	20	100% Coursework	Semester B	Optional	Condonable
SCPH03	Achieving High Quality Provision in Sport Coaching and Education	20	100% Coursework	Semester A	Compulsory	Condonable
SCPH02	Coaching Children in Sport	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
PHSH01	Pedagogy in Practice	20	50% Coursework 50% Exam	Semester A	Optional	Condonable

SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable
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Key: Semester X = A & B

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

Professional Advisory Groups and key sport organisations provide valuable guidance regarding the on-going development of the programme and placement opportunities for students in the existing Sport Development, Sport Coaching and Physical Education programmes, this guidance has shaped the development of this provision. It is the intention to use existing PAG processes to feed into the industry developments into the programme on an ongoing basis and where possible to combine PAGs for Sport Development, Coaching and PE given the interface between the three areas. The membership of the PAG will be reviewed on an on-going basis to ensure broad representation from industry. Through the CIMSPA pilot we have access to national, as well as regional partners

13. Academic Progression Opportunities

Students with a BA Honours degree will have the opportunity to pursue post graduate education. Students may access a Plymouth Marjon University Post Graduate Certificate in Education in with either a specialism in Primary or Secondary school; Masters level study; or MRes or PhD studentships. Many students on the programme have historically gone on to higher level study, notably teaching training, with both this university and other providers and through Masters study in sport development across a number of local, regional and national sports organisations. Students will be made aware that post graduate progression is available within the context of lifelong learning, and long term relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

The Sport Coaching and Physical Education programme is uniquely positioned to provide excellent employability opportunities to graduates.

The programme provides a breadth of opportunity whilst allowing students to follow their own interests through applied projects, placement and research. This breadth creates employment opportunities upon graduation, and also opportunities for students to utilise their degree in the long term as their careers develop. Sport Coaching and Physical Education graduates work in a wide variety of sporting roles across the sector, and organisations covered through the programme.

Specific employability and career opportunities include:

- Sport Development professional: working within the diverse field of sport development in the public, private and voluntary sector.
- Professional Sport Coaching: working within professional organisations in a coaching

- capacity, or supporting the coach and training of athletes;
- Performance: professional sporting governing bodies and semi-professional competitive sport;
- Teaching: post graduate certificate of education, primary or secondary physical education;
- Research: Master's and PhD study in specific sub-disciplines of sport and exercise science, sport management, sport business, performance analysis;

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The lecturing team always seek to develop positive relationships with students to ensure there is an on-going, and continuous, dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience. Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students, and Module Reports made available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment, and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and subsequent Response,

- are made available to students and are discussed formally at SSLC.
- The Programme Team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.

Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

17. Other Stakeholder Feedback

Employers and applied practice partners feedback via modules. For example the placement providers on work based learning provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams.

Graduates (Alumni) remain connected via the social media platforms in the absence of a coordinated university wide strategy. The programme Alumni contribute with placements, events and lecture contributions which ensures industry connections and engagement.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

