Programme Specification

University of Cumbria

Programme Title and Name of Award	BA (Hons) Sport Coaching and Physical Education (with integrated foundation year)
Academic Level	6	**Total Credits**	480
Professional Body Accreditation / Qualification	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
UCAS Code	C605
HECoS Code	100095
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. https://www.cumbria.ac.uk/study/courses/foundation-courses/ Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/sport-coaching-and-physical-education-with-integrated-foundation-year/ The following additional requirements apply for entry to this programme: Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.
Teaching Institution	University of Cumbria
Owning Department	Department Medical & Sport Sciences
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Face to Face, Blended Learning
Pattern of Delivery	Full Time

Delivery Site(s)	Lancaster
Programme Length	**Bachelor Degree (Ordinary and Honours):-** 4 years Standard registration period (full-time) 8 years Maximum Registration period
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Foundation Certificate Sport (120 credits) Certificate in Higher Education Sport Coaching and Physical Education (240 credits) Diploma in Higher Education Sport Coaching and Physical Education (360 credits) BA Sport Coaching and Physical Education (420 credits)
Period of Approval	2020 - 2026

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:
http://www.cumbria.ac.uk/study/courses/undergraduate/sport-coaching-and-physical-education-with-integrated-foundation-year/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Overview

This programme blends academic rigour and vocational skills with a focus on physical education, sport coaching and sport development. It consistently links up-to date multi-disciplinary theory with practical skills via experiential learning. The programme is designed to appeal primarily to those seeking careers in sport coaching, physical education/sport teaching in primary, secondary and tertiary sectors (further post-graduate study would be required) and sport development officers within national governing bodies and local authorities.

Furthermore, educational content and skills across levels 4-6 of the programme have been mapped against the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) in relation to the benchmark requirements for **5 separate professional standards; assistant coach, coach, safeguarding and protecting children, working with children and working in the school environment**. The CIMSPA qualification is integrated into the programme at no additional cost or workload, and awarded by the CIMSPA accreditor on successful completion of the relevant modules which have been mapped to the CIMSPA standards.

Integrated Foundation Year

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen sport degree through participating in a supportive academic, personal and professional development programme.

The Level 3 modules provide a good grounding for you to develop your academic and study skills to progress onto higher levels of study (Levels 4-6). This route offers a unique opportunity for developing your problem-solving skills, intellectual, scientific, practical and investigative skills that underpin the inter-disciplinary approach to the study of Sport whilst providing you with a grounding in essential university skills and nurturing your career aspirations. Students on the Sport foundation year will study six modules that explore the theoretical concepts that underpin the study sport coaching and physical education. Sport in Action will introduce the key scientific disciplines that underpin the study of sport alongside developing your awareness of the specific issues relating to coaches and physical educators working with a broad range of population groups. Through other modules you will gain a knowledge and understanding of the contemporary issues in sport, an appreciation of the challenges experienced by sport professionals and organisations. You will join with other foundation year students, from a range of disciplines, for some of your modules. Cross-cultural awareness and engagement is encouraged through the module Contemporary Issues and the Media in which you will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on societies appreciation of these issues. Individual Case Study that also develops your problem based learning skills and creates a rich platform for the interchange of ideas. Leading and Managing individuals and Organisations will provide you with a deeper appreciation of organisational structures and the psychology of working with athletes and children and leading others.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduate skills. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Unique Selling Points

There are several unique selling points of the programme and the first one is the plethora of opportunities you will have to use the knowledge and understanding developed through the programme whilst working in a range of different contexts. These include working with children from local schools, community groups and performance athletes from the beginning of your programme. You will be also be assessed whilst working with these groups which significantly increases the authenticity of assessment.

Secondly, you will complete a residential at Level 6 as part of the Outdoor and Adventurous Activities module. This will take place in the UNESCO World Heritage status Lake District National Park and will provide you with the opportunity to experience a range of outdoor and adventurous activities and develop your understanding of how the outdoor environment can be used to educate children and young people.

Another unique selling point of the programme is the work based learning module at level 5 which will be negotiated between yourself, the module leader and the placement provider. This allows you to identify and ascertain your own placement opportunity which can be aligned to future career options. You will be mentored by a workplace colleague and you will be assigned an academic mentor as well as receiving the support and guidance of the module leader. Regular meetings will be scheduled to check progress and the Placement Unit will assist in ensuring the necessary documentation is completed. Past students have undertaken placements in a diverse range of organisations which have included:

a) Primary, secondary, state, independent and special educational schools;

b) Professional sports clubs e.g Chelsea Football Club, Nottinghamshire Cricket Club, Barrow AFC, Carlisle United FC;

c) National governing bodies of sport e.g. British Cycling, British Rowing, Westmorland FA, Cumberland FA;

d) International Sports camps;

e) Local authority sport departments;

f) Gyms and leisure centres;

g) Charitable Trusts.

Distinctive Features

There are three distinctive features of the programme, the first of which is its emphasis on experiential learning through its applied and vocational nature. You will study a range of academic disciplines, delivered with an applied focus on the complex reality which is modern physical education, sport coaching and sport development. Development of more advanced problem solving, critical thinking, analytical and evaluative skills, emotional intelligence, leadership, confidence and lifelong learning will feature strongly throughout many of the modules at each level of the programme.

The second distinctive feature is the flexible nature of the delivery of the programme, which utilises a range of applied learning strategies with a strong emphasis on the skills and practices involved in physical education, sport coaching and sport development, alongside an understanding of vocational practice in these contexts. As most of the work is practitioner based, the majority of learning will be on a face to face basis, however, the use of learning technologies such as a virtual learning environment (Blackboard) will be extensive throughout the programme. A variety of assessment methods will be used, most of which require an 'assessment for learning' and 'independent' approach to study.

Thirdly, the programme includes a strong focus on **employability** and **personal enhancement.** You will be provided with the opportunity to achieve a vast range of additional qualifications throughout the entirety of the programme, free of charge. These may include the 1st4sport Level 2 Certificate in Coaching Multi-Skills Development in Sport, The FA Primary Teachers Award, The FA Secondary Teachers Award, Walk to Health Leaders Award, Boccia Leaders Award, Change4Life and StreetGames qualifications.

You will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduate skills. This will provide you with the opportunity to identify, reflect on, and improve personal and professional strengths related to career development in physical education, sport coaching and sport development. This employability focus will allow you to develop and demonstrate practical competencies, communication and interpersonal skills, professionalism, organisation, time management, and presentation skills. You will have the opportunity to work on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

You will also complete a research project in a subject area of your choice at Level 6. This helps build research skills and may help you progress to further study such as post-graduate teacher training, Masters study or even PhD study. Indeed, in recent times a large number of University of Cumbria undergraduates have presented their research at national student conferences on topics such as coaching philosophy, anxiety in sport, confidence in sport and youth coaching practice.

Aims of the Programme

The overall aims of the Programme are:

1. To provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study

2. To develop knowledge and understanding of the multi-disciplinary and interdisciplinary theory and practice in the context of physical education teaching and/or sport coaching and sport and physical activity development.

3. To develop knowledge and understanding of the social, economic and cultural impact of sport and physical education in the UK.

4. To develop knowledge and understanding of the policy, planning, development and delivery of physical education, sport coaching, and sport and physical activity development in the UK.

5. To develop knowledge and understanding of the methods of enquiry, interpretation and evaluation of findings relevant to physical education, sport coaching and related sport and/or health development.

6. To develop knowledge and understanding of the human responses to physical education, sport coaching and physical activity, particularly in children and young people.

7. To develop knowledge and understanding of vocationally relevant practitioner skills, including reflection, within the physical education, sport coaching, sport development and/or health development domains.

8. To provide opportunities for student achievement in subject-related, key personal and social skills.

9. To enhance the employment prospects of graduates and promote lifelong learning.

10. To promote sustained, independent intellectual work that provides evidence of critical analysis, evaluation and synthesis.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity,

depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.

- Begin to work beyond defined contexts

- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format

- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

It is a QAA requirement that for all Higher Education programmes, the Programme Outcomes are split by exit point so it is clear to students what outcomes they will have achieved at what stage of the programme.

After 120 credits of study (FdCert) you will be able to demonstrate:

K1 A knowledge and understanding of a range of data collection and handling techniques applied within the context of Sport Coaching and Physical Education

K2 The ability to apply and explain theories, models, concepts and principles that underpin the study of Sport Coaching and Physical Education

After 240 credits of study (CertHE) you will be able to demonstrate knowledge and understanding of:

K3. Multi-disciplinary knowledge and understanding, such as pedagogy, sociology, philosophy, psychology, biomechanics and physiology that underpin teaching, coaching and sport development.

K4. Knowledge and understanding of a range of approaches to discipline research and the rudiments of designing, collecting and analysing different types of data.

K5. Knowledge and understanding of organisations, policies and structures responsible for the delivery and development of physical education, coaching and sport in the United Kingdom and the social, economic, political and cultural impacts.

After 360 credits of study (DipHE) you will be able to demonstrate knowledge and understanding of:

K6. Detailed knowledge and critical understanding of multiple disciplines such as pedagogy, sociology, philosophy, psychology and physiology that underpin teaching, coaching and sport development.

K7. Detailed knowledge and understanding of a range of approaches to discipline   research and the rudiments of designing, collecting and analysing different types of data.

K8. Detailed knowledge and understanding of organisations, policies and structures responsible for the delivery and development of physical education, coaching and sport in the United Kingdom and the social, economic, political and cultural influences and impacts.

After 420 credits of study (Ordinary degree) you will be able to demonstrate knowledge and understanding of:

K9. Detailed and expert knowledge of a range of specialist areas and applications in teaching, coaching and sport development.

K10. Increased knowledge of discipline specific sport research and of the design, collection, analysis and application of different types of research data.

K11. Critical and specialist knowledge of factors that influence research, policy and practice within applied sport settings.

After 480 credits of study (BA Hons) you will be able to demonstrate knowledge and understanding of:

K12. Detailed knowledge and specialist understanding of an area of sport that forms the basis of your empirical dissertation.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

After 120 credits of study (FdCert) you will be able to demonstrate:

S1. Academic, personal and professional skills needed to succeed in higher education

S2. Effective problem-based learning (PBL) skills for working with people in a range of sport contexts.

S3. Demonstrate specific skills, techniques and competencies needed to study and work in Sport Rehabilitation

After 240 credits of study (CertHE) you will be able to demonstrate skills in:

S4. Demonstrate competence in a range of academic and professional skills including report writing, communication, presentation of research findings, IT, literacy, numeracy, reflection, active listening and the delivery of practical activities.

S5. Demonstrate time management and organisational skills including methodical planning to meet deadlines, lesson/session planning, and project planning.

S6. Identify, explain and apply different perspectives of teaching. coaching and sport development issues and appreciate that a range of theories and applications are involved.

S7. Assimilate ideas and evidence from the different perspectives in teaching, coaching, sport development and sport science.

S8. Develop hypotheses and research questions and conduct and participate in empirical studies involving a variety of methods of data collection and analysis techniques.

S9. Use a variety of tools, including specialist software and equipment in different settings.

After 360 credits of study (DipHE) you will be able to:

S10. Demonstrate increased competence in a range of academic and professional skills including report writing, communication, presentation of research findings, IT, literacy, numeracy, reflection, active listening, negotiation skills and the delivery of practical activities in an age and context appropriate manner.

S11. Demonstrate problem solving skills including evaluating the most appropriate methods of delivery, and applying knowledge to the solution of familiar and unfamiliar problems.

S12. Generate and test hypotheses and/or research questions.

S13. Design, conduct and participate in empirical studies involving a range of data collection methods.

S14. Critically analyse data using appropriate quantitative and qualitative techniques.

S15. Critically discuss practical, theoretical and ethical issues associated with the use of different methods and approaches in teaching, coaching, sport development and sport science (where appropriate).

After 420 credits of study (BA) you will be able to:

S16. Demonstrate highly effective team working and negotiating skills in group projects and event delivery, including expressing evidence based opinions and ideas in a collaborative and well supported manner to reach agreements and solutions.

S17. Critically evaluate and effectively present research findings using a range of presentation media;

S18. Demonstrate increasing sophistication in academic, professional and graduate skills (e.g.

communication, IT, literacy, numeracy, reflection, active listening, negotiation skills, decision making, problem solving and critical thinking).

S19. Critically discuss teaching, coaching and other discipline specific theory, evidence and research methods.

After 480 credits of study (BA Hons) you will be able to demonstrate:

S20. Planning, design, execution and communication through a sustained piece of independent study, which provides evidence of critical engagement with, and interpretation of, appropriate data within the chosen field, and which may challenge previously held assumptions.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

At the centre of the [University's mission](#) is the provision of an accessible and outstanding student experience and we aim to ensure as many people as possible benefit from the transformational opportunities provided by higher education. Our [Corporate Strategy](#) demonstrates the University's firm commitment to accessible higher education, in terms of widening participation and access. It also recognises that the University has a regional commitment to an area with significant pockets of low participation, low educational aspiration and attainment in higher education.

The Foundation Year is designed for students who have the ability to study for a degree but don't have the qualifications to enter directly onto a three year (FT) honours degree. It therefore attracts many students from non-traditional educational backgrounds and under-represented groups.

Quality Assurance Agency generic skills and behaviours and subject-specific benchmarks for the Events, Hospitality, Leisure, Sport and Tourism (EHLST) subject grouping which can be found at:

http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf

Quality Management & Enhancement

The following will be considered when undertaking review and oversight:

· The UK Quality Code for Higher Education, specifically programme monitoring and review

· The Equality Impact Assessment (EIA) for the programme owned by the University of Cumbria.

With regard to the core processes for maintaining, managing and governing the programme, the University of Cumbria employs a range of strategies to ensure that oversight is comprehensive. Annual university wide monitoring of the programme, governed by the UK Quality Code for Higher Education, ensures that teaching and programme content is fit for purpose and maintained accordingly.

Student and staff forums are held each semester and provide an accessible forum for the debate and discussion of issues relating to the student academic experience and any other aspects of University life which students feel relevant across a set of programmes.

The Student Success and Academic Support Committee, which has broad representation from both students and staff also provides a transparent vehicle by which student success and support can be guided by best practice and identified need.

All of these systems and processes are in place to maintain the quality of the programme and to provide governance and oversight in a transparent manner so as to ensure quality is translated into practice. All academic programmes are owned by the University of Cumbria and, as such, they will remain accountable for academic quality assurance as determined by internal policy and processes,

which are compliant with QAA processes and the Teaching Excellence Framework (TEF).

The following documents and links below provide access to key documents that relate to policy and strategy and you are invited to take the opportunity to familiarise yourself with the content:

Department of Medical and Sport Sciences Business Plan 2016 – 2021

Other internal reference points may include:

UoC Strategic Plan

UoC Learning, Teaching and Assessment Strategy

UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

By studying the BA (Hons) Sport, Coaching and Physical Education programme you will not only be gaining extensive theoretical knowledge and practical skill competence of your chosen topic of study, but also developing a range of relevant transferrable skills which you can use to gain work during and after your study.

Graduates progressing from the programme can progress to study for a Post-Graduate Certificate in Education and many have gained employment as teachers (often specialising in physical education) within a diverse range of organisations including primary, secondary, state, independent and special educational schools.

Some students have established their own coaching business operating within schools and local communities and many graduates have gained employment as sport development officers with national governing bodies of sport (British Cycling, British Rowing, British Equestrian Federation, Cricket Scotland) and local authorities.

A number of alumni have forged careers as performance analysts whilst others have secured performance coaching positions in professional sports clubs (e.g. Manchester United FC, Blackburn Rovers FC, Tottenham, Hotspur FC, Morecambe FC, Carlisle United FC).

Some students have chosen to progress on to Masters programmes and PhD study and are employed within further and higher education institutions.

Many modules across each level of the programme are linked to **5 professional standards** from CIMSPA and successful completion of these modules will enable you to graduate with assistant coach, coach, safeguarding and protecting children, working with children, and working in the school environment qualifications to increase your employability in the fields of teaching, coaching and sport development. However, all CIMSPA qualificatory relevant module assessment items must be passed in order for you to successfully pass and obtain the qualifications. Further detail is available in separate CIMSPA mapping documents.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on

campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

The Department of Medical and Sport Sciences want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Sport programmes and students from other departments, allowing for a richer learning experience, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme.

Learning is achieved through the integration of academic study, practical activity and vocational experiences. You will use, apply and integrate your knowledge and understanding within applied and vocational practice, and develop an enquiring approach to your studies and practice. Transferable skills are central to learning opportunities and assessment. You will be encouraged to reflect on your skills development in learning and personal contexts so you develop your ability to make appropriate choices and decisions.

A variety of teaching and learning methods are used throughout the programme and these are designed to match the learning outcomes and to support the development of independent learners with transferable skills. All these features are key in reducing attrition and increasing your satisfaction.

Learning and teaching methods are designed to:

- Be student-centred, flexible and modern whilst being challenging and stimulating.

- Support different learners' needs at different stages of development.

- Be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE).

- Actively ensure the two-way link between theory with practice.

- Be fair, objective and impart academic rigour to the learning and teaching processes.

- Develop you as an independent and self-directed learner, inculcating the ethos of reflective learning.

- Develop your ability to learn effectively so that you are performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-

depth, evidence-based research dissertation.

Modules are delivered with a mixture of formal contact time, directed and blended learning and independent learning. The proportion of the methods used varies with the focus of each module. You will develop your academic skills and become progressively more independent in your learning. Key knowledge and understanding is acquired through a wide range of teaching methods including lectures, seminars, workshops, problem-solving tasks, laboratory-based practical work, practical teaching/coaching sessions, group work, observational learning, research projects, vocational placement, private and directed study.

Modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourage you to make meaningful links between the underpinning theoretical concepts within your subject area

Summative and Formative Assessment

Modules use formative and summative assessment so that you progress through a module in a structured and constructive manner and build knowledge in a coherent and logical way. Formative assessments are designed so that feedback on your individual performance is provided prior to the submission of the final, summative assessment and will occur regularly to inform your progress and performance. Formative work does not contribute to the final module mark or the credit awarded.

Formative tasks and assessments will feature in all modules and provide you with further learning opportunities, alongside skill development, for example non-graded presentation skills, delivery and reflection. The formative tasks and assessments will enable you to:

a) Develop preparatory knowledge to support the production of summative assessment;

b) Produce and refine work leading into the summative assessment;

c) Utilise reflection and feedback for areas of weakness in preparation for summative assessment;

d) Measure, develop and practice skills in relation to employability skills and subject specific concepts.

A varied diet of assessment methods will be utilised and they reflect the multi-disciplinary nature of this programme and the increasing demand for employment ready graduates. Assessment methods are specified in each module guide and will include:

• Practical presentations

• Research reports/written assessments.

• Data analysis and interpretation.

• Class presentations (individual and group).

• Poster presentations and conferences.

• Reflective learning *portfolios (placement module).

*Portfolios may be comprised of a number of pieces of work which together provide evidence of learning and demonstrate achievement of learning outcomes in a variety of modes. For example, written pieces as well as video recordings of practical activities or presentations, power point slides, a series of reflections or on-line discussions are just some of the ways you may evidence your learning.

You will be required to complete a portfolio whilst on placement. You will be mentored by a workplace colleague and you will be assigned an academic mentor as well as receiving the support and guidance of the module leader. Regular meetings will be scheduled to check progress and the Placement Unit will assist in ensuring the necessary documentation is completed.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning Learning Information and Student Support service (LiSS). They will run sessions on expectations for studying in higher education and show you around the library and learning resources. You will receive a programme handbook which will clearly explain your award, how it will run, and the people involved. In addition, it will provide hyperlinks where you will find help on module enrolment, assessment submission and if you need to apply for 'extenuating circumstances'. Your programme handbook will also include further information on the options available to you at levels 5 and 6 and the Programme Leader and Module Leaders will support you through this decision making process, to help you to achieve your personal goals and ambitions.

Progressing students will not be required to attend all induction activities at level 4, however you will be invited to be involved in activities that will enable you to meet and feel fully integrated with your new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition you will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UOC student.

Health and Wellbeing

Your wellbeing is very important to us at the university. That's why we offer a wide variety of confidential support and advice to help you out when you need it. Personal, emotional and psychological problems can impact on your ability to study. Counselling and therapy can give you time to explore what is going on in your life in a safe setting. You will be listened to, respected and not judged. You can explore ways to help yourself, do things differently, be clearer about things and move on. Our Mental Health and Wellbeing Team incorporates Counselling, Therapy and Mental Health Case Worker support, Mental Health Mentoring, and students at the University of Cumbria have access to this specialist level of support. Our Mental Health Case Workers, and qualified and trainee Psychological Therapists offer confidential support and advice in a number of ways:

· Information on how to access services provided by the NHS and Social Services

· Support for disabled students including some aspects of mental health

· Counselling and therapy service

· Information for staff and students

Appointments are available during the week, with additional workshops and group sessions throughout the year.

More information can be access online: https://my.cumbria.ac.uk/Student-Life/Support/Health--Wellbeing/

Personal Tutoring

You will be allocated a Personal Tutor. The Personal Academic Tutor assigned to you offers a tailored support approach that can also integrate you to a broader package of pro-active support if you have additional needs. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University.

You will have two formal meetings with your personal tutor and these can be conducted face to face or via skype and/or other communication channels if preferred. They will support your learning and development, including through tutorials, progress reviews and other support such as writing your end of programme student reference as outlined in the Personal Tutoring Policy.

Academic Transformation and Achievement Programme

At Level 4, you will be provided with additional study skills sessions as part of the Academic Transformation and Achievement programme which has been developed in consultation with LiSS. This is intended to provide a sound introduction to all aspects of study skills and personal development at higher education level and involves timetabled sessions which complement the programme delivery.

Personal Development Planning

You may have the opportunity to complete a PDP. This is a facilitated process and may be embedded within the course and available through Pebblepad.

General/Specialist Teaching Accommodation and Equipment

There are a range of specialist rooms that you will use including a sports hall with a specialist gymnastics area, an all weather pitch, a sport science laboratory and computer suites equipped with specialist data analysis software. Whilst different sites possess different facilities, you may access any UoC site and/or where travel is not feasible, alternative equipment may be identified. You may also have access to Salt Ayre sports centre whilst studying at UoC

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make

the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Student Transition Advisor Support (level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
3	UNIF3003	Essential University Skills 1	20	Compulsory	K2; S1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	K2; S1
3	UNIF3006	Sport in Action	20	Compulsory	K1, K2; S3
3	UNIF3004	Essential University Skills 2	20	Compulsory	K2; S1
3	UNIF3008	Leading and Managing Individuals and Organisations	20	Compulsory	K2; S1
3	UNIF3009	Individual Case Study	20	Compulsory	K1, K2; S1, S2
4	SPAG 4000	Personal and Professional Development	20	Compulsory	K4; S4, 5, 8, 9
4	SPAG 4006	Developing the Practitioner Toolkit	20	Compulsory	K3, 5; S4 – 7, 9
4	SPAG 4007	Introduction to Sport Development	20	Compulsory	K3, 4, 5; S4 - 7
4	SPAG 4012	Introduction to Sport Psychology	20	Compulsory	K3, 4, 5; S4 - 7
4	SPAG 4004	Principles of Human Movement and Function	20	Compulsory	K3, 4; S4 - 9
4	SPAG 4008	Multi-Skills Development in Physical Education and Sport	20	Compulsory	K3, 5; S4 - 7
5	SPAG 5008	Delivering Sport and the Physical Education Curriculum	20	Compulsory	K6, 7; S10, 11, 15
5	SPAG 5013	Leadership and Relationships in Sport	20	Compulsory	K6 - 8; S10 - 15

5	SPAG 5006	Work Based Learning	20	Compulsory	K6 - 8; S10 -12
5	SPAG 5000	Investigative Techniques	20	Compulsory	K6, 7; S10 - 15
5	SPAG 5015	Field Based Conditioning for Sport	20	Compulsory	K4, 5; S7, 8, 12
5	SPAG 5007	Developing Communities through Sport	20	Compulsory	K6 - 8; S10 , 11, 14, 15
6	SAPG 6000	Independent Investigative Project	40	Compulsory	K12; S20
6	SPAG 6022	Outdoor and Adventurous Activities	20	Compulsory	K9; S16, 18
6	SPAG 6014	Managing Community Events	20	Compulsory	K9, 11; S16 - 19
6	SPAG 6008	Club and Coach Development	20	Compulsory	K9 - 11; S16 - 19
6	SPAG 6013	Performance Analysis in Sport	20	Compulsory	K9 - 11; S16 - 19

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

A failed student will not be permitted to re-register on the same programme.

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3008	Leading and Managing Individuals and Organisations	Spring	Presentation (40%) Written Assignment (60%)	Mid Semester 2 End Semester 2
UNIF3009	Individual Case Study	Spring	Portfolio (40%) Presentation (60%)	Mid Semester 2 End Semester 2
UNIF3006	Sport in Action	Autumn	Portfolio (100%)	End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Sport				
SPAG 4000	Personal and Professional Development	Autumn	Report (50%) Oral Presentation (50%)	Mid Semester 1 End Semester 1

SPAG 4006	Developing the Practitioner Toolkit	Autumn	Portfolio (100%)	End Semester 1
SPAG 4004	Principles of Human Movement and Function	Spring	Oral presentation (60%) Written Exam (40%)	Mid Semester 2 End Semester 2
SPAG 4007	Introduction to Sport Development and Health Promotion	Spring	Written Assignment (50%) Portfolio (50%)	Mid Semester 2 End Semester 2
SPAG 4012	Introduction to Sport Psychology	Autumn	Practical Skills Assessment (50%) Written Assignment (50%)	Mid Semester 1 End Semester 1
SPAG 4008	Multi-Skills Development in Physical Education and Sport	Spring	Portfolio (100%)	End Semester 2
Students exiting at this point with 240 credits would receive a CertHE Sport Coaching and Physical Education				
SPAG 5008	Delivering Sport and the Physical Education Curriculum	Spring	Portfolio (100%)	End Semester 2
SPAG 5013	Leadership and Relationships in Sport	Autumn	Written Assignment (50%) Oral Presentation (50%)	Mid Semester 1 End Semester 1
SPAG 5006	Work Based Learning	Year-long	Set Exercise (qualificatory) Written Assignment (100%)	Mid Semester 1 End Semester 2
SPAG 5000	Investigative Techniques	Spring	Written Assignment (50%) Oral Presentation (50%)	Mid Semester 2 End Semester 2
SPAG 5015	Field Based Conditioning for Sport	Autumn	Written Assignment (50%) Oral Presentation (50%)	Mid Semester 1 End Semester 1

SPAG 5007	Developing Communities through Sport	Spring	Project Work (50%)	Mid Semester 1
			Oral Presentation (50%)	End Semester 1
Students exiting at this point with 360 credits would receive a DipHE Sport Coaching and Physical Education				
SPAG 6000	Independent Investigative Project	Year-Long	Dissertation (80%)	End Semester 2
			Oral Presentation (20%)	End Semester 2
SPAG 6014	Managing Community Events	Spring	Portfolio (70%)	End Semester 2
			Practical Skills Assessment (30%)	End Semester 2
SPAG 6008	Club and Coach Development	Autumn	Oral Presentation (50%)	Mid Semester 1
			Written Assignment (50%)	End Semester 1
SPAG 6013	Performance Analysis in Sport	Autumn	Oral Presentation (100%)	End Semester 1
SPAG 6022	Outdoor and Adventurous Activities	Spring	Oral Presentation (100%)	End Semester 2
Students exiting at this point with 420 credits wold receive an Ordinary BSc Sport Coaching and Physical Education				

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee • Involvement of student representatives on course / school committees. • Regular Programme Team meetings. • Regular engagement via AQD • Engagement of industry stakeholders in projects, conferences, seminars and real world experiences • Knowledge Transfer Partnerships and other industry related activities • Professional Body Accreditation Mechanism • Meetings with fellow academics at other universities • Engagement with conferences and professional bodies • Level 3 Management Group
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Informal consultative meetings with students • Peer Review Process • Guest Speakers and Specialist Delivery Lecturers. • Analysis of student results: progression, retention and classification profiles • Industry Forum with Higher Apprenticeship Partners • Feedback from students into the personal tutor system

Date of Programme Specification Production:	February 2019
Date Programme Specification was last	November 2023

updated:	

For further information about this programme, refer to the programme page on the University website:-
http://www.cumbria.ac.uk/study/courses/undergraduate/sport-coaching-and-physical-education-with-integrated-foundation-year/

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	n/a
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No