

## Programme specification

### BA (Hons) Physical Education and Sports Coaching

Est.  
1841

YORK  
ST JOHN  
UNIVERSITY

|                                    |   |
|------------------------------------|---|
| <i>School:</i>                     | School of Sport   |
| <i>Entry from:</i>                 | 2019/20 in: September   |
| <i>Awarding institution:</i>       | York St John University   |
| <i>Teaching institution:</i>       | York St John University   |
| <i>Delivery location:</i>          | York St John University   |
| <i>Programme/s accredited by:</i>  | Not applicable  |
| <i>Exit awards:</i>                | Certificate of Higher Education in Sport<br>Diploma of Higher Education Physical Education and Sports Coaching<br>BA (Ord) Physical Education and Sports Coaching |
| <i>UCAS code / GTTR / other:</i>   | Not applicable  |
| <i>Joint Honours combinations:</i> | Not applicable  |
| <i>QAA benchmark group(s):</i>     | Sport, Hospitality, Leisure and Tourism 2016  |
| <i>Mode/s of study:</i>            | Full-time for 3 years<br>Part-time for 6 years  |
| <i>Language of study:</i>          | English   |
| <i>Study abroad opportunities:</i> | Yes   |

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### Introduction and special features

As a potential student in our School of Sport thank you for reading this document which tells you about our degree in Physical Education and Sports Coaching (PESC). This is the first PESC degree in the world framed around social justice, the right to play, putting the performer before the performance, a focus on the healthy athlete, stressing participation over consumerism and holding to account those who seek elitism rather than sporting excellence. This approach puts values at the centre of how we teach, research and practice sport.

If you aspire to change your community and the world through physical education, sport and research then this is the degree for you.

As a result of our unique approach to PE and sport we are creating a new type of partnership between our school and the community. The values of our school place positive social change at the heart of our teaching and research. The practical impact of this for you, the student, is that the School has a number of community sport partners and schools with whom you will have contact. From a theoretical perspective, as a student with an enquiring mind, you will be interested to know that the academic basis for this approach is provided by, among others, Guinier (2016)<sup>[1]</sup>. She lamented the lack of moral or political accountability of universities for using admissions and assessment processes to sift and sort students based on a narrow band of values, as opposed to seeking to nurture students' ability to collaborate and foster a commitment to a better society.

The School of Sport, within which you will study on this degree, has a strong and active research programme. Academic staff within the School are engaged in internationally/nationally

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<sup>[1]</sup> Guinier, L. (2016). *The tyranny of the meritocracy: Democratizing higher education in America*. Beacon Press.

renowned research that addresses a range of topics related to your degree programme and the School of Thought. Examples include: masculinity and bullying in physical education contexts; sport-dementia projects; gambling in English professional football; gender relations in sport. This body of research, which underpins the programme, means that you are taught by experts in their disciplines and that the curriculum remains up-to-date, cutting-edge and distinctive.

The BA (Hons) Physical Education and Sport Coaching programme will provide you with an interdisciplinary approach to the study of Physical Education in primary and secondary school settings and the delivery of Sport Coaching. The primary focus is to equip you with the graduate skills necessary to enter and positively contribute to the fields of Physical Education or Sport Coaching. While completion of the programme does not provide Qualified Teacher Status (QTS), for those wishing to become physical educators, it is designed to prepare graduates for undertaking either the Post Graduate Certificate in Education (PGCE) or School based pathways. The degree recognises the importance of developing both the academic skills to study and conduct research in Physical Education and Sport Coaching and the vocational competencies that are necessary to become a well-rounded and employable graduate.

As a student you will study 17 modules which have the following special features –

1. They begin with a keynote lecture given by a senior academic in the area, e.g. Professor, who explains why the content of the module is important and how the modules links together.
2. Every module has a guest lecture, case study or similar delivered by one the School's community partners.
3. Every module concludes with a plenary session led by a senior academic to bring together the semesters learning.
4. If during a module a major sport related news item becomes a contemporary issue the module will be paused for one session for a senior academic to give a keynote lecture on the topic.

As a student on this degree you will study in the multi-million pound sport facilities that the University opened in October 2016. These facilities include international standard grass and synthetic pitches and a £4m Sport Centre which has a world class strength and conditioning gym.

Students have the opportunity to apply for a transfer at the end of the first year to other programmes within the School of Sport.

## Admissions Criteria

You must meet the University's general entry criteria for [undergraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

- Applicants with professional sports experience and industry recognised qualifications may be considered in lieu of some of the academic (admissions criteria) requirements

All applicants to the BA Physical Education and Sports Coaching degree programme must have Disclosure Barring Service (DBS) clearance to be accepted and enroll on the course, see: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

### Programme aims

In line with the benchmarking statements this programme aims to (i) prepare you for work, conduct research, or go on to further study in a range of science, exercise or sport related professions, (ii) adopt a value-led approach to the study of sport, and (iii) employ an evidence-based approach to the study of sport. The BA (Hons) Physical Education and Sports Coaching has a particular focus on an interdisciplinary approach to the study of Physical Education in primary and secondary school settings and the delivery of Sport Coaching.

### Programme learning outcomes

Students who are awarded the **Certificate of Higher Education (level 4)** will have demonstrated:

| Level 4 |   |
|---------|---|
| 1.      | Knowledge of the fundamental concepts, theories, and techniques that underpin the study of sport and exercise, and an ability to describe these within a given context. |
| 2.      | Knowledge of how to present, evaluate and interpret basic data gathered in accordance with accepted theories and concepts when studying sport and exercise.             |
| 3.      | Knowledge of the features of different approaches to research and/or methodologies used when studying sport and exercise.   |
| 4.      | Ability to communicate information accurately and reliably as part of structured and coherent arguments when studying sport and exercise.                               |
| 5.      | Ability to act with a degree of independence when completing academic and professional activities when studying sport and exercise.                                     |
| 6.      | Ability to identify and undertake appropriate academic and professional development activities when studying sport and exercise in a supported manner.                  |
| 7.      | An understanding of a value-led approach to the study of sport and exercise.  |

Students who are awarded the **Diploma of Higher Education (level 5)** will have demonstrated:

| Level 5 |  |
|---------|--|
| 1.      | Knowledge of the strengths and weaknesses of key concepts, theories, and techniques in physical education and sport coaching.  |
| 2.      | Knowledge of how key concepts, theories, and techniques in physical education and sport coaching can be applied in varied contexts.  |
| 3.      | Knowledge of the research method, its various methodologies, and their strengths and weaknesses in the generation and application of knowledge in physical education and sport coaching. |
| 4.      | Ability to use common methods of data collection, analyse and interpret data, and propose conclusions/solutions based on this analysis in physical education and sport coaching.         |
| 5.      | Ability to communicate information, ideas, and arguments from physical education and sport coaching to different audiences and in different formats.                                     |
| 6.      | Ability to act independently and interdependently when completing academic and professional activities in physical education and sport coaching.   |
| 7.      | Ability to identify, undertake, and reflect upon appropriate academic and professional development activities in physical education and sport coaching in a largely independent manner.  |

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| 8. An understanding of how different values are implicit in study of physical education and sport coaching and how these values influence the study of sport and delegitimise, exclude, and privilege different topics, individuals and groups in society. |
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Students who are awarded the **Bachelor's degree with honours (level 6)** will have demonstrated:

| Level 6 |  |
|---------|--|
| 1.      | Systematic and detailed knowledge of key issues in the study of physical education and sport coaching and the research that informs these issues.  |
| 2.      | Proficient use of established techniques and methods in physical education and sport coaching.   |
| 3.      | Knowledge and use of theories, techniques and research methodologies to address complex and/or novel problems in physical education and sport coaching, including a critical understanding of the boundaries/limitations of the approaches adopted.    |
| 4.      | A critical understanding of current debates and controversies in physical education and sport coaching.  |
| 5.      | Ability to use research to inform professional practice in the area of physical education and sport coaching.  |
| 6.      | Ability to plan, execute, and evaluate projects that entail complex techniques and data collection to address complex and/or novel problems in physical education and sport coaching.  |
| 7.      | Ability to communicate complex problems and solutions in physical education and sport coaching to different audiences and in different formats.  |
| 8.      | Ability to plan and initiate appropriate future academic and professional development activities in the context of physical education and sport coaching with view to employment or future study in an independent manner.                             |
| 9.      | A critical understanding of a value-led approach to the study of physical education and sport coaching and how these values influence the study of sport and delegitimise, exclude, and privilege different topics, individuals and groups in society. |

## Programme Structure

PE and Sports Coaching  
(BA)

| Level 4 Modules (20 credit modules)                                  | Semester |   |
|--|----------|---|
| Research, Practice, and Citizenship 1SR200                           | 1        | C |
| Fundamentals of Sport and Exercise Physiology 1SR201                 | 1 or 2   | C |
| Fundamentals of Sport and Exercise Psychology 1SR202                 | 1 or 2   | C |
| Introduction to Research Methods in Sport 1SR203                     | 2        | C |
| Fundamentals of Sport and Exercise Biomechanics 1SR204               | 1 or 2   | C |
| Fundamental Sociological Issues in Sport, Culture and Society 1SR205 | 1 or 2   | C |

| Level 5 Modules (20 credit modules)                                    | Semester |   |
|--|----------|---|
| Research Design and Analysis 2SR200                                    | 1        | C |
| Theory and Research in Sport and Exercise Psychology 2SR209            | 1 or 2   | C |
| Key Pedagogical Behaviours of Sport Educators 2SR202                   | 1        | C |
| Applied Research Methods and Design 2SR203                             | 2        | C |
| Social Justice in Sport: Ethical Perspectives 2SR204                   | 1 or 2   | C |
| Pedagogical Processes in Physical Education and Sports Coaching 2SR205 | 2        | C |

| Level 6 Modules (20 credit modules)                                 | Semester |   |
|---|----------|---|
| Research Paper † 3SR200   | 1 & 2    | C |
| Applied Sport & Exercise Psychology 3SR202                          | 1 or 2   | C |
| Teaching and Coaching for Lifelong Participation 3SR201             | 1        | C |
| Social Justice in Sport: Sociological Perspectives 3SR204           | 2        | C |
| Effective Planning in Physical Education and Sports Coaching 3SR210 | 2        | C |

Notes: C = compulsory, CA = compulsory for named specialist award, and † = 40 credit module.

### Learning, teaching and assessment

The four assessments in the PE specific modules allow students to develop their practical and reflective skills while enhancing their theoretical underpinning of the subject areas. This will mean you can develop in to competent practitioners who can employ social justice and the right to play into the physical education and sports coaching environments.

The Sport Team have been at the forefront of numerous teaching, learning and assessment initiatives and have embedded technology enhanced learning into the curriculum. As a result, you will benefit from our use of video feedback in coach development, flipped classrooms, blended delivery approaches and audio feedback on written work and examinations.

The Sport and Exercise Science programme exposes students to a range of teaching and learning experiences including lectures, laboratories, practical work, and seminars and digitally enabled learning activities. As you progress you are increasingly expected to make significant

contributions to your learning. This includes completing self-directed study which often involves independent laboratory or field based practical work, data collection and presentation.

The teaching and assessment strategies employed across sport are engaging, student-centred and learning orientated. They include applied practical work within modules and assessments which develop career orientated skills and competencies.

To improve the quality of the student learning experiences the programme will use formative assessment, i.e. 'mocks' that do not count toward degree marks, to provide feedback. To facilitate the development of assessment literacy and reduce student confusion and anxiety, assessment modality has been streamlined alongside reducing the range of learning outcomes and assessment criteria employed.

Adhering to the school's principles on assessment and feedback you will gain comprehensive levels of feedback and opportunities for self-evaluation and peer assessment throughout the modules, with formative assessment and feedback opportunities embedded into module design as an integral aspect of the revalidation process.

To reflect developing knowledge, ability and competence within the field of Sports and Exercise Science the assessment portfolio changes in nature becoming more diverse and challenging over the course of the programme. Level four for example, utilises continuous assessment allowing in semester review and evaluation of performance as well as presenting the opportunity to employ interventions aimed at improving success within the semester. Levels five and six present additional opportunities to demonstrate skills of analysis, synthesis and critical review through a variety of assessment approaches that seek to embed research design, engagement and interpretation into the curriculum.

Whilst the structures of Higher Education often impose the distinction of learning into discrete modules it is important for students to appreciate the inter-connection between these learning episodes if they are both to appreciate the relevance of the whole curriculum and progress to become the type of practitioners capable of employment within multi-disciplinary environments. The breakdown of module barriers is facilitated by employment of programme level assessments across taught modules and the development of module synchronisation in terms of content and skills, creating integrated deep learning opportunities.

The University's [general regulations for](#) undergraduate [awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

### **Internal and external reference points**

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

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*Date written / revised:* March 2017

QSC PASP (8.4.19) approved 3SR210 as a replacement for 3SR203 wef 2019/20