

Programme specification

MArt Physical Education and Sports Coaching

<i>School:</i>	School of Sport
<i>Entry from:</i>	2019/20 – direct entry at Level 7 in: September 2020/21 for Level 4 entry 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 Sport Diploma of Higher Education Physical Education and Sports Coaching BA (Ord) Physical Education and Sports Coaching BA (Hons) 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>	Events, Hospitality, Leisure, Sport and Tourism (2016) QAA Master's Degree Characteristics (2015)
<i>Mode/s of study:</i>	<u>Undergraduate periods of study for</u> ¹ Full-time and part-time as follows: Full-time for 4 years Part-time for 8 years
<i>Language of study:</i>	English
<i>Study abroad opportunities:</i>	Yes
<i>Placement Year Opportunity:</i>	Yes

Introduction and special features

This is a four-year Integrated Master's programme in Physical Education and Sports Coaching. It is one of the first Physical Education and Sports Coaching Integrated Master's 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 Physical Education and sport we are creating a new type of partnership between our school and the community. The values of the School of Sport 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. This programme has a particular focus on pedagogy, physical literacy, and models of teaching/coaching practice.

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 renowned research that addresses a range of topics related to your degree programme. 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 MArt 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. Because becoming a successful coach takes time and experience, we have aimed to create a degree that provides a supportive environment that will provide you with the opportunity to develop the skills and expertise necessary to enable optimal coaching practices. This includes a specific focus on pedagogy, physical literacy, and coaching practice in complex environments that move beyond sport-specific content knowledge.

The programme has several special features. These include:

- placement experience that will allow you to accrue real-world experiences,
- guest lectures delivered by the School's community partners,
- and multi-million pound sport facilities.

These sport facilities were 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. In addition, the School of Sport's Human Performance laboratories have recently been built. The laboratories offer flexible teaching space with state-of-the-art equipment for both biomechanics and physiology. We will also have a new sport and exercise therapy suite on this site. The new developments taking place will make it more than ever a hub for the School of Sport.

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

The Integrated Master's degree has six main advantages over standalone postgraduate programmes:

1. Integrated Master's programmes are covered by undergraduate student loans.
2. You will have been with us for 3 years, and so the 4th year is spent amongst friends and familiar staff. (The cohort will be together for the 4 years of the course.)
3. There is no need to apply separately.
4. Fees for Integrated Master's programmes are fixed.
5. Integrated Master's programmes are completed within an academic year, whereas standalone programmes are completed over a full calendar year. This means you will be more competitive and will have more time to dedicate to employment during the latter half of the year.
6. Finally, Integrated Master's programmes will allow you to continue a line of research from the 3rd to the 4th years of study, and so you have the opportunity to gain an advanced understanding of a particular area of research.

Admissions Criteria

You must meet the University's general entry criteria for undergraduate study, plus the higher entry threshold as detailed on the course page.

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 MArt 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

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, (iii) employ an evidence-based approach to the study of sport, and (iv) engage in advanced academic, interdisciplinary, and professional practice. The MArt 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

Upon successful completion of the programme students will be able to demonstrate:

Level 4

- 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.
- 4.2 Knowledge of how to present, evaluate and interpret basic data gathered in accordance with accepted theories and concepts when studying sport and exercise.
- 4.3 Knowledge of the features of different approaches to research and/or methodologies used when studying sport and exercise.
- 4.4 Ability to communicate information accurately and reliably as part of structured and coherent arguments when studying sport and exercise.
- 4.5 Ability to act with a degree of independence when completing academic and professional activities when studying sport and exercise.
- 4.6 Ability to identify and undertake appropriate academic and professional development activities when studying sport and exercise in a supported manner.
- 4.7 An understanding of a value-led approach to the study of sport and exercise.

Level 5

- 5.1 Knowledge of the strengths and weaknesses of key concepts, theories, and techniques in physical education and sport coaching.
- 5.2 Knowledge of how key concepts, theories, and techniques in physical education and sport coaching can be applied in varied contexts.
- 5.3 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.
- 5.4 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.
- 5.5 Ability to communicate information, ideas, and arguments from physical education and sport coaching to different audiences and in different formats.
- 5.6 Ability to act independently and interdependently when completing academic and professional activities in physical education and sport coaching.
- 5.7 Ability to identify, undertake, and reflect upon appropriate academic and professional development activities in physical education and sport coaching in a largely independent manner.
- 5.8 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.

Level 6

- 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.
- 6.2 Proficient use of established techniques and methods in physical education and sport coaching.
- 6.3 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.
- 6.4 A critical understanding of current debates and controversies in physical education and sport coaching.
- 6.5 Ability to use research to inform professional practice in the area of physical education and sport coaching.
- 6.6 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.
- 6.7 Ability to communicate complex problems and solutions in physical education and sport coaching to different audiences and in different formats.
- 6.8 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.
- 6.9 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.

Level 7

- 7.1 Systematic and critical awareness of current problems and insights in physical education and sports coaching which is informed by research at the forefront of physical education and sports coaching.
- 7.2 Comprehensive understanding and application of skills, techniques and methods used in physical education and sports coaching.
- 7.3 Originality in the application of theories, techniques, and research methodologies to create and interpret knowledge in physical education and sports coaching.
- 7.4 Conceptual understanding of physical education and sports coaching that allows a critical evaluation of current and advanced research in physical education and sports coaching.
- 7.5 Ability to deal with complex issues in physical education and sports coaching in both systematic and creative ways.
- 7.6 Ability to act autonomously and in interdisciplinary or complex environments in planning and implementing tasks in physical education and sports coaching.
- 7.7 Comprehensive planning and execution of projects that involve advanced research methods and data collection to answer a novel research question in physical education and sports coaching.
- 7.8 Ability to make decisions in complex and unpredictable situations in physical education and sports coaching.
- 7.9 Ability to use and evaluate research methodologies and develop critiques of research in order to inform professional practice in physical education and sports coaching.
- 7.10 Critical and comprehensive understanding and implementation of a value-led approach to physical education and sports coaching.

Programme Structure

Code	Level	Semester	Title	Credits	Status of Module*
1SR200	4	1	Research, Practice, and Citizenship	20	C
1SR201	4	1 or 2	Fundamentals of Sport and Exercise Physiology	20	C
1SR202	4	1 or 2	Fundamentals of Sport and Exercise Psychology	20	C
1SR203	4	2	Introduction to Research Methods in Sport	20	C
1SR204	4	1 or 2	Fundamentals of Sport and Exercise Biomechanics	20	C
1SR205	4	1 or 2	Fundamental Sociological Issues in Sport, Culture and Society	20	C
2SR200	5	1	Research Design and Analysis	20	C
2SR209	5	1 or 2	Theory and Research in Sport and Exercise Psychology	20	C
2SR202	5	1	Key Pedagogical Behaviours of Sport Educators	20	C
2SR203	5	2	Applied Research Methods and Design	20	C
2SR204	5	1 or 2	Social Justice in Sport: Ethical Perspectives	20	C
2SR205	5	2	Pedagogical Processes in Physical Education and Sports Coaching	20	C
3SR200	6	1 & 2	Research Paper	40	C
3SR202	6	1 or 2	Applied Sport & Exercise Psychology	20	C
3SR201	6	1	Teaching and Coaching for Lifelong Participation	20	C
3SR204	6	2	Social Justice in Sport: Sociological Perspectives	20	C
3SR210	6	2	Effective Planning in Physical Education and Sports Coaching	20	C
MSP001	7	1 & 2	Advanced Research Methods and Dissemination	40	CA
MSP002	7	1 & 2	Placement in Sport, Exercise, or Physical Education	40	CA
MSP003	7	1 or 2	Interdisciplinary Working in Sport, Exercise, and Physical Education	20	CA
MSP004	7	1 or 2	Debate and Current Opinion in Sport, Exercise, and Physical Education	20	CA

*C: Compulsory, CA: Compulsory for award, O: option

Learning, teaching and assessment

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

The School of Sport teaching 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 (delivering instructional content outside of the classroom and moving activities that have traditionally been considered homework into the classroom), and audio feedback on written work and examinations.

The Physical Education and Sports Coaching programme exposes you 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 the sport programmes are engaging, and student-centred (approaches that are intended to account for the distinct learning needs, interests and aspirations of individual students). They include applied practical work within modules and assessments which develop career orientated skills and competencies. They also included contextualised assessment at level 7 (e.g., a choice of assessment questions and/or tasks that relate to your specific programme).

To improve the quality of your learning experiences the programme will use formative assessment (formal submission of work with feedback provided within YSJU's 3-week turnaround) and formative activities (activities that are part of timetabled contact that provides students with general feedback). We know that some students do not always have the skills they need to show what they have learned in a formal assessment and that many students get anxious about exams and hand in dates. Therefore, we have taken care to streamline both the number of assessments and the criteria used to mark them. In addition, we will provide you with the opportunity to benefit from self-evaluation and peer assessment.

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.

To reflect developing knowledge, ability and competence within the field of Physical Education and Sports Coaching the assessment methods in nature becoming more diverse and challenging over the course of the programme. Level 4 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 5, 6, and 7 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.

In addition, level 7 includes a placement module that will allow you to apply the knowledge you have acquired across your programme, develop your professional skills, and also evidence a value-led approach that our school and programmes aim to promote. Overall, teaching and learning at level 7 will have an increased emphasis on independence and there are greater expectations in relation to the criticality, understanding, and synthesis of information and ideas. This includes an increase in the number of assessments per module and increased focus on your participation in the learning process.

Because you will be required to meet an increasing level of attainment during the transition from level 6 to 7 (which increases from a pass mark of 40 at levels 4, 5, and 6, to a pass mark of 50 at level 7) and you will need to meet the progression threshold from level 6 to level 7 (an average mark of 50 at level 6), we will provide you with additional support. You will have regular scheduled check-ins with your academic tutor to monitor your progression. In semester two of level 6, your progress will be reviewed and you will be provided with further guidance in relation to your eligibility to progress to level 7 of the programme.

Progression and graduation requirements

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.

In order to progress from level 6 to level 7 of the Integrated Master's Degree students must meet the higher progression threshold. The progression threshold for integrated Master's degrees is an average of mark of 50 at level 6 of the programme.

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](#)

Date written / revised:

Programme originally approved: 14/06/19