

Programme Specification

Award and title: BSc (Hons) Physical Education and Sports Coaching

<i>School:</i>	Health Sciences
<i>Subject area:</i>	Sport
<i>Entry from academic year:</i>	2027-28
<i>in the month(s) of</i>	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 PE and Sports Coaching Diploma of Higher Education in PE and Sports Coaching BSc (Ord) in PE and Sports Coaching
<i>UCAS code / GTTR / other:</i>	
<i>Joint Honours combinations:</i>	None
<i>QAA subject benchmark statement(s):</i>	Combined from the Events, Hospitality, Leisure, Sport and Tourism (2019)
<i>Mode/s of study:</i>	Full time for 3 years Part time for 6 years Undergraduate periods of study ¹
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	Yes
<i>Study abroad opportunities:</i>	Yes
<i>Opt-in YSJU Placement Year opportunity:</i>	Yes

Introduction and special features

This programme will allow you to gain and develop the appropriate skills, knowledge and experience for a future 'professional' career in either physical education or sports coaching. Progression into paid coaching employment and/or initial teacher training courses is highly competitive. Therefore, as a student on the BSc (Hons) PE and Sports Coaching in order to give you the best possible chance of accessing post graduate opportunities in these fields, you will learn how to apply relevant theoretical knowledge, gain appropriate practical and 'real world' experience and an awareness of key contemporary issues in these areas.

By initially introducing you to key pedagogical issues important for session planning and delivery, the programme is able to provide opportunities for you to consider and apply this knowledge across a range of contexts. For example, issues such as effective communication and session planning are considered in the context of various age groups, levels of ability and additional needs and disabilities. As an extension to this, the BSc (Hons) PE and Sports Coaching addresses key contemporary issues via research led lectures and seminars to enable you to develop a genuine knowledge and understanding of issues that impact on the working lives of PE teachers and sports coaches. Finally, the programme provides a range of opportunities for you to apply this knowledge with young people in the local community as well as a chance to reflect on the effectiveness of lesson/session delivery. This not only comes via programme specific modules at Level 5 and Level 6 that involve delivering lessons/sessions to local school children, but also through a placement

module at Level 6 that encourages you to address self-audited targets within a local school or sports organisation.

As a graduate of the BSc (Hons) PE and Sports Coaching you will have the underpinning knowledge, skills, and abilities to:

- Plan and deliver safe, inclusive and effective lessons/sessions to a wide range of participants
- Understand the key contemporary issues within the areas of PE and sports coaching policy and practice from both a theoretical and practical perspective.
- Work within a professional environment in order to emerge as an effective, proactive and reliable member of a team and/or department
- Engage in research-based enquiry and conduct valid and reliable research in order to extend your own knowledge and understanding of an issue as well as that of the wider world.

Successful completion of this well-rounded suite of modules will ensure that you develop the academic, professional, and practical skills to enable you to feel competent and confident to enter the workplace to begin training towards becoming an effective PE teacher (following successful completion of a relevant initial teacher training (ITT) pathway) and/or sports coach.

The teaching and learning on the BSc (Hons) PE and Sports Coaching will be informed by our staff teams' research and the research of others. A strength of the programme is that you will learn about and be exposed to world class research. You will be taught by research active staff who author journal articles, books, and are often invited to present at major international conferences. The research of our staff team underpins this degree programme and means that you will be taught by experts in their discipline and that the curriculum you study will remain up to date, cutting edge and distinctive. Additionally, the staff team have extensive applied experience in a wide variety of PE and sports coaching settings including former heads of PE, senior leaders, elite sports coaches and professional athletes. This enables all our teaching staff to share their experience and bring contemporary insight into the programme delivery to ensure you graduate fit for purpose and ready to meet the challenges of working in PE and sports coaching settings.

As a student on this programme, you will learn and practice your skills in the multi-million-pound sport facilities that the University opened in October 2016. These facilities include a £4m sport centre which has a dedicated sports barn, several outdoor 4G pitches, a state-of-the-art sports science laboratory, strength and conditioning gym, grass pitches and running track. This excellent facility is a learning space and is also used by several professional and elite sports teams.

Distinctive features:

- All sessions are delivered by research active academic staff who all also have an extensive range of experience working in the areas of PE, education, and sports coaching.
- The structure and content of modules are designed and delivered to complement each other as students are introduced to key pedagogical areas and contemporary issues as they progress through the course
- All students have the opportunity to work with local young people at Level 5 and Level 6 in order to apply their knowledge and gain invaluable 'real world' experience. This will come via timetabled modules as well as a work-based placement opportunity at Level 6.
- A strong sense of community between staff and students. We pride ourselves on the quality of academic and personal support provided by our staff team.
- Be inspired by the values and ethos of York St John university around social justice and embracing diversity.
- Opportunities to gain experience working with our external partners.
- Opportunities to engage in our continuing professional development (CPD) programme.
- Guest lectures from esteemed professionals working in relevant fields and from athletes/patients.
- High fidelity and authentic assessments that are always supported by formative feedback opportunities.

On successful completion of the programme, you will be well prepared to pursue a professional coaching career and/or pursue a route into a relevant initial teacher training (ITT) pathway. In relation to the latter, you will have the pedagogical understanding, contemporary knowledge and teaching experience that will make you a very strong candidate for competitive ITT places. In relation to a career in sports coaching, you will have the knowledge, understanding and experience to pursue generic coaching roles or access sport specific qualifications.

Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage.

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.yorks.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 [Recognition of prior learning \(RPL\)](#). [We also consider applications for entry with advanced standing.](#) *

*Note: All students will be required to complete a full DBS check prior to the commencement of any placement taking place during Level 6 module (SPO6019M) that involves direct, unsupervised contact with under 16s. Students for whom this does not apply (e.g. students working with adult sports teams) will not be required to complete this DBS check in order to commence the placement module (SPO6019M). In addition to this process, students will be required to disclose any issues that may prevent them from working with children during enrolment at L4 and re-enrolment at L5 and L6. As part as the general University enrolment/re-enrolment process. All students will also be subject to child barring checks in L5 and L6 completed by the University Placement Office ahead of modules that involve the teaching of external groups (SPO5022M and SPO6020M).

Programme aim(s)

In line with the York St John University graduate attributes, this programme aims to:

1. Develop knowledge, understanding, and practical skills to be a competent and confident sport educator in relation to both sport performance, development and education.
2. Develop evidence-informed, multi-disciplinary professionals capable of contributing positive changes in sport performance, development and education within the contemporary field of PE and sports coaching.
3. Promote awareness for professional development within a successful career through further study, research, or impactful application of PE and sports coaching.

Programme learning outcomes

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

Level 4

- 4.1 Demonstrate an awareness of the fundamental knowledge and skills required of a PE teacher and sports coach across a range of relevant environments and contexts.
- 4.2 Demonstrate an ability to plan an effective lesson/session that demonstrates clear organisation/control and caters for all needs and abilities within a safe and supportive environment.
- 4.3 Apply appropriate teaching/coaching styles, practice types, and communication strategies to the planning and delivery of lessons/session across a range of contexts.
- 4.4 Communicate information accurately and reliably as part of structured and coherent arguments when studying PE and sports coaching.
- 4.5 Act with a degree of independence when completing academic and professional activities when studying PE and sports coaching.

Level 5

- 5.1 Demonstrate an understanding of key contemporary issues within the working environment of PE and sports coaching that impact on inclusive environments that promote participation.
- 5.2 Demonstrate knowledge of how pedagogical theory links to planning, communication and differentiation can be applied across a range of contexts to address issues such as pupils with disabilities, special educational needs and challenging behaviour
- 5.3 Apply a range of pedagogical theory and reflect upon its impact across a range of practical situations and work-related contexts.
- 5.4 Consider and apply a range of appropriate research methods in order to develop own knowledge of PE and sports coaching.'
- 5.5 Demonstrate the ability to act independently and interdependently when completing academic and professional activities in PE and sports coaching.

Level 6

- 6.1 Demonstrate critically informed knowledge of key contemporary issues in the study of PE and sports coaching and the research that informs these issues.
- 6.2 Critically evaluate the social, political and practical relevance and implications of PE/Sports Coaching policy, how this has evolved over time and the extent to which this impacts in practice.
- 6.3 Critically apply a wide range of pedagogical knowledge and experience in order to plan, deliver and reflection upon a series of lessons/sessions with external groups.
- 6.4 Demonstrate a comprehensive knowledge and critically apply theories, techniques and research methodologies to address complex and/or novel problems in PE and sports coaching practice*, including a critical understanding of the boundaries/limitations of the approaches adopted.
- 6.5 Critically reflect on the ability to be an effective member of a professional group within a work-related environment.
- 6.6 Plan, undertake, and evaluate a research project that involve complex techniques and data collection to address complex and/or novel problems in PE or sport related field.

Programme Structure - Full Time

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensable (NC) or compensable (X)
SPO4010M	4	1	Anatomy and Physiology for Sport and Exercise	20	C	X
SPO4016M	4	1	Fundamentals of Sport and Exercise Psychology	20	C	X
SPO4017M	4	1	Introduction to PE and Sports Coaching	20	C	X
SPO4012M	4	2	Kinesiology and the Biomechanical Principles of Human Movement	20	C	X
SPO4013M	4	2	Introduction to Research Methods in Sport	20	C	X
SPO4018M	4	2	Sport and Social Issues	20	C	X
SPO5019M	5	1	Equity, Diversity and Inclusion in PE and Sports Coaching	20	C	X
SPO5020M	5	1	Theory and Research in Sport and Exercise Psychology	20	C	X
SPO5021M	5	1	Pedagogy & Skill Acquisition in PE and Youth Sport	20	C	X
SPO5022M	5	2	Applied Experience in PE and Sports Coaching	20	C	X
SPO5023M	5	2	Sport, Education and Society	20	C	X
SPO5017M	5	2	Research Design and Analysis in Sport and Exercise	20	C	X
SPO6026M	6	1	Contemporary Issues in the delivery of PE and Sports Coaching	20	C	X
SPO6019P	6	1	Placement in PE and Sports Coaching	20	C	NC
SPO6027M	6	2	Contemporary PE and Sports Coaching Practice	20	C	X
SPO6021M	6	2	Duty of Care in PE and Sports Coaching	20	C	X
SPO6016M	6	1&2	Research Paper	40	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

Indicative Programme structure - Part Time

Code	Level	Year	Semester	Title	Credits	O/C	NC or X
SPO4010M	4	1	1	Introduction to PE and Sports Coaching.	20	C	X
SPO4016M	4	1	1	Fundamentals of Sport and Exercise Psychology.	20	C	X
SPO4013M	4	1	2	Kinesiology and the Biomechanical Principles of Human Movement	20	C	X
SPO4017M	4	2	1	Anatomy and Physiology for Sport and Exercise	20	C	X
SPO4012M	4	2	2	Introduction to Research Methods in Sport	20	C	X
SPO4018M	4	2	2	Sport and Social Issues	20	C	X
SPO5019M	5	3	1	Equity, Diversity and Inclusion in PE and Sports Coaching	20	C	X
SPO5021M	5	3	1	Pedagogy & Skill Acquisition in PE and Youth Sport	20	C	X
SPO5023M	5	3	2	Sport, Education and Society	20	C	X
SPO5020M	5	4	1	Theory and Research in Sport and Exercise Psychology	20	C	X
SPO5022M	5	4	2	Applied Experience in PE and Sports Coaching	20	C	X
SPO5017M	5	4	2	Research Design and Analysis in Sport and Exercise	20	C	X
SPO6018M	6	5	1	Contemporary Issues in PE and Sports Coaching	20	C	X
SPO6020M	6	5	2	In-depth Experience in PE and Sports Coaching	20	C	X
SPO6021M	6	5	2	Duty of Care in PE and Sports Coaching	20	C	X
SPO6019M	6	6	1	Placement in PE and Sports Coaching	20	C	NC
SPO6016M	6	6	1 & 2	Research Paper	40	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

Learning, teaching and assessment

In designing this programme, we were aware from the outset that how you will learn and be assessed is very important to you.

Our Educational Philosophy

To allow for suitable progress towards a teaching qualification or paid coaching employment, we use a blended approach to learning. This means you will engage in a mixture of face-to-face, on-line, self-directed, and experiential learning opportunities throughout the degree. The blended approach to learning offers flexibility of learning opportunities and is particularly inclusive and accessible for students. This also

allows us to reinforce, stretch and challenge your learning. Modern learning can take place in different environments, at different times, uses different modes, and in different ways. Throughout your programme we embrace this notion.

Learning is scaffolded across the three levels of the programme in a way which builds appropriate academic, professional and practical skills required to become independent learners, evidenced-informed problem-solving practitioners and develop skills to continue lifelong learning throughout your professional career.

Teaching and Learning Strategy

The programme uses a wide range of relevant and high-quality learning opportunities and resources to prepare you for the challenges of working in different PE and sports coaching environments. To be effective in a PE and sports coaching environment you will: require academic and progression skills in problem-solving and reasoning; use evidence/research to inform professional practice-based decisions; build effective relationships; be able to reflect and adapt; have leadership and coaching skills; provide and receive feedback; have the ability to work in interdisciplinary and multidisciplinary teams. We will help you develop these skills so that you are successful on the programme and can be an effective practitioner.

As a student on the BSc (Hons) PE and Sports Coaching programme you will encounter a range of teaching and learning experiences including face-to-face, on-line, self-directed, and experiential opportunities. As you progress through the programme you will be increasingly expected to make significant contributions to your own learning and become more independent and self-directed (i.e., you take more of the initiative over your learning).

Face-to-face learning includes:

- Lectures
- Seminars
- Practical sessions
- Laboratory session

On-line learning includes:

- Engaging with our virtual learning environment (VLE)
- E-portfolios
- Live or pre-recorded lectures
- On-line courses
- Online reading lists
- Social media
- Podcasts
- Blogs and vlogs

Self-directed learning includes:

- Further research and reading
- Additional practice

Experiential learning includes:

- Sport and exercise therapy placement and practice
- Engaging in case study work in sessions

Attendance and engagement are key to your overall experience on the programme as well as becoming a confident and competent PE teacher and/or sports coach within a professional environment. Given the nature of the programme and specific modules that involve local school children and/or placements, all students will be expected to demonstrate the appropriate level of skill, knowledge and understanding to complete this aspect of the module safely and effectively. As such, there is a strong expectation that students will attend all sessions regularly and actively engage. Attendance will be monitored closely throughout the programme and if your attendance is falling below the University's required expectations as set out in the [Student Attendance Policy](#), processes will be implemented that are designed to reinforce the requirements of the module and support you towards addressing any issues.

Assessment Strategy

Our assessment strategy is authentic (i.e., often found in employment) and is aimed at your continual academic and professional development. You will be continually assessed throughout the programme to evaluate your learning. You will encounter a variety of assessment types including written reports, practical exams, oral presentations, e-portfolios, on-line exams, and viva voces. As you develop and learn more the assessments will change in nature, becoming more diverse and challenging over the course of the programme. At Level 4 assessments confirm your knowledge, understanding and competency. Whereas, at Level 5 and 6 assessments present additional opportunities to apply knowledge and understanding into practical and real-world situations and contexts as well as written and oral assessments that explore, academic and professional reasoning, critical thinking, and problem solving. By Level 6, you will find yourself taking more control of your learning and will engage in your own research. The research paper module involves you undertaking an independent research project (supervised by a tutor) on a relevant topic of your choice, demonstrating self-reliance and project management skills.

To improve the quality of your learning experiences, the programme will use formative assessment. Each summative assessment will have at least one formative assessment opportunity where you will complete an activity aligned to the assessment and receive feedback for you to act on. Engaging in formative assessment means you are aware of what you did well and what to do better so that the quality of your summative assessment improves.

Information and guidance regarding all assessment requirements will be available to you via the university virtual learning environment (Moodle) module sites. You will be offered assignment tutorials (group and/or individual) to support the preparation for assessments. The University also provides a range of central guidance and learning resources through the Information and Learning Services directorate. These resources include online tutorial, factsheets, study skills workshops and individual appointments with specialist staff e.g., writing support, librarian.

Placement and practice

Engaging in a supervised PE or sports coaching placement and practice learning is important to you achieving the programme learning outcomes and is an essential component to your ongoing professional development. It is the purpose of the Placement Experience in PE or Sports Coaching module (SPO6019M) to provide opportunities for you to demonstrate the ability to use knowledge, skills and information, receive feedback, and show progress in applying this appropriately. Professional practice facilitates the transition from student to competent PE teacher or sports coach by providing scope for reasoning and reflection in the practice environment that complements and extends your academic studies.

The Placement Experience in PE or Sports Coaching module (SPO6019M) is a compulsory module that takes place in semester one of Level 6. The module will provide you with the opportunity to address self-considered areas for development in your pedagogy as part of strategically selected placements.

Altogether, you will need to evidence your engagement in a minimum of 50 hours and maximum of 75 hours of placement and practice supervised by a primary, secondary or SEND school or academy or a suitably qualified and insured practitioner/sports establishment.

You will be assessed by an online portfolio (100%) that may include recorded narrated presentation as well as, lesson plans, resources and written testimonies. This will examine the focus of the action points you generated, the experiences sought and gained to address these and the final outcome in relation to your current and future practice. This document will also include all relevant documents and evidence of the completion of the expected placement hours (e.g. signed register).

All students will be required to complete a full DBS check prior to the commencement of any placement taking place during L6 module (SPO6019M) that involves direct, unsupervised contact with under 16s. Students for whom this does not apply (e.g. students working with adult sports teams) will not be required to complete this DBS check in order to commence the placement module (SPO6019M). In addition to this process, students will be required to disclose any issues that may prevent them from working with children during enrolment at L4 and re-enrolment at L5 and L6. As part as the general University enrolment/re-

enrolment process. All students will also be subject to child barring checks in L5 and L6 completed by the University Placement Office ahead of modules that involve the teaching of external groups (SPO5022M and SPO6020M).

Academic Support and Tutorials

To monitor and support you with teaching, learning and assessment we operate a tutorial system. You will be allocated an Academic Tutor who will monitor your engagement and progress on the degree, and you be given the opportunity to routinely meet with them. Additionally, you can freely book appointments with the teaching staff team when you perceive the need (e.g., to clarify module content or ask questions about specific assessments).

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 as non-compensable.

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
 - [University 2026 Strategy](#)
 - [QAA subject benchmark statements](#)
 - [Frameworks for Higher Education Qualifications](#)
 - [Freedom of Speech Code of Practice](#)
 - [The University's Approach to Dignity and Respect](#)
-