

Programme Specification

Programme Title and Name of Award	BA (Hons) Sport, Coaching and Physical Education		
Academic Level	6	Total Credits	360
Professional Body Accreditation / Qualification	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)		
UCAS Code	C604		
HECoS Code	100095		
Criteria for Admission to the Programme	<p>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.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:</p>		
Teaching Institution	University of Cumbria		
Owning Department	Medical and Sport Sciences		
Programme delivered in conjunction with	Not applicable		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	<p>Full Time</p> <p>This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader</p>		
Delivery Site(s)	Lancaster		
Programme Length	<p>Standard Registration Period; full-time max</p> <p>Bachelor Degree 3 years 7 years</p>		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		

Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>CertHE Sport Coaching and Physical Education (120 credits)</p> <p>DipHE Sport Coaching and Physical Education (240 credits)</p> <p>BA Sport Coaching and Physical Education (300 – 340 credits)</p>
Period of Approval	2020 – 2026

Cumbria Graduate Attributes
<p>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:</p> <ul style="list-style-type: none"> • 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
<p>Overview</p> <p>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.</p> <p>Furthermore, educational content and skills across each level 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.</p> <p>Unique Selling Points</p> <p>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</p>

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 5 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 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.
2. To develop knowledge and understanding of the social, economic and cultural impact of sport and physical education in the UK.
3. 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.
4. To develop knowledge and understanding of the methods of enquiry, interpretation and evaluation of findings relevant to physical education, sport coaching and related sport development.
5. To develop knowledge and understanding of the human responses to physical education, sport coaching and physical activity, particularly in children and young people.
6. To develop knowledge and understanding of vocationally relevant practitioner skills, including reflection, within the physical education, sport coaching and sport and/or health development domains.
7. To provide opportunities for student achievement in subject-related, key personal and social skills.
8. To enhance the employment prospects of graduates and promote lifelong learning.
9. 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 4, 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, 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.
- To 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.
- To accept responsibility for determining and achieving personal outcomes.

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

At Level 6, 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:

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

K1. Multi-disciplinary knowledge and understanding, such as pedagogy, sociology, philosophy, psychology, biomechanics and physiology that underpin teaching, coaching and sport development.

K2. Knowledge and understanding of a range of approaches to discipline research and the rudiments of designing, collecting and analysing different types of data.

K3. 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 240 credits of study (DipHE) you will be able to demonstrate:

K4. Detailed knowledge and critical understanding of multiple disciplines such as pedagogy, sociology, philosophy, psychology and physiology that underpin teaching, coaching and sport development.

K5. Detailed knowledge and understanding of a range of approaches to discipline research and the

rudiments of designing, collecting and analysing different types of data.

K6. 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.

K7. Critical and specialist knowledge of factors that influence research, policy and practice within applied sport settings.

After 300 credits of study (BA) you will be able to demonstrate:

K8. Detailed and expert knowledge of a range of specialist areas and applications in teaching, coaching and sport development.

K9. Increased knowledge of discipline specific sport research and of the design, collection, analysis and application of different types of research data.

After 360 credits of study (BA Hons) you will be able to demonstrate:

K10. 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:

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

S1. 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.

S2. Demonstrate time management and organisational skills including methodical planning to meet deadlines, lesson/session planning, and project planning.

S3. Identify, explain and apply different perspectives of teaching, coaching and sport development issues and appreciate that a range of theories and applications are involved.

S4. Assimilate ideas and evidence from the different perspectives in teaching, coaching, sport development and sport science.

S5. Develop hypotheses and research questions and conduct and participate in empirical studies involving a variety of methods of data collection and analysis techniques.

S6. Use a variety of tools, including specialist software and equipment in different settings.

After 240 credits of study (DipHE) you will be able to:

S7. 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.

S8. Demonstrate problem solving skills including evaluating the most appropriate methods of delivery, and applying knowledge to the solution of familiar and unfamiliar problems.

S9. Generate and test hypotheses and/or research questions.

S10. Design, conduct and participate in empirical studies involving a range of data collection methods.

S11. Critically analyse data using appropriate quantitative and qualitative techniques.

S12. 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).

S13. Critically discuss teaching, coaching and other discipline specific theory, evidence and research methods.

After 300 credits of study (BA) you will be able to:

S14. 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.

S15. Critically evaluate and effectively present research findings using a range of presentation media;

S16. 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).

After 360 credits of study (BA Hons) you will be able to demonstrate:

S17. 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:

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

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781_10

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 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:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- Department of Medical and Sport Sciences Business Plan 2016 – 2021.

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 programme's learning, teaching and assessment strategy has been developed with reference to the University of Cumbria Learning and Teaching Strategy 2017-2022.

A variety of teaching and learning methods are used throughout the programme for both full-time and part-time learners. 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.

All staff engaged in the development and delivery of this programme are active in continuing professional development. A significant amount of practical experience is aligned to a professional requirement to maintain a current level of knowledge. All staff hold, or are active in, subject-specific qualifications and conduct research pertinent to professional practice.

Resources and equipment have been replaced and updated to facilitate teaching, learning and assessment activities on relevant practical modules.

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.

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

You will have an induction during your first week on the programme where you will be familiarised with University facilities and resources. You will meet your programme leader, your module leaders and your personal tutor. These meetings will also provide you with the opportunity to hold preliminary discussions regarding placement and dissertation. You will also meet staff from many other support service areas including Learning and Information Services (LiSS) where you will be provided with guidance regarding using library resources and the referencing system used at University of Cumbria.

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 also 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.

Personal Development Planning

You will meet with staff from the Careers Service as part of your Placement module and develop skills and resources necessary for employment or further study. A Careers Day will also be provided whereby guest speakers comprising alumni will be invited to detail their career paths post-graduation.

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:

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
4	SPAG 4000	Personal and Professional Development	20	Compulsory	K1, 2; S1 - 5
4	SPAG 4006	Developing the Practitioner Toolkit	20	Compulsory	K1, 3; S1 - 4, 6
4	SPAG 4007	Introduction to Sport Development	20	Compulsory	K1, 3; S1, 2, 4
4	SPAG 4012	Introduction to Sport Psychology	20	Compulsory	K1, 2; S1, 2, 4 - 6
4	SPAG 4004	Principles of Human Movement and Function	20	Compulsory	K1, 2; S1, 2, 4 - 6
4	SPAG 4008	Multi-Skills Development in Physical Education and Sport	20	Compulsory	K1, 3; S1, 2, 3, 4, 6
5	SPAG 5008	Delivering Sport and the Physical Education Curriculum	20	Compulsory	K4, 6; S7, 8, 9, 12
5	SPAG 5013	Leadership and Relationships in Sport	20	Compulsory	K4 - 6; S7, 8, 10 - 12
5	SPAG 5006	Work Based Learning	20	Compulsory	K4, 6, 7; S7, 8, 12, 13
5	SPAG 5000	Investigative Techniques	20	Compulsory	K4, 5; S7 - 12
5	SPAG 5014	Outdoor and Adventurous Activities	20	Compulsory	K4, 6; S7, 8, 12
5	SPAG 5007	Developing Communities through Sport	20	Compulsory	K4-7; S7, 11 - 13
6	SPAG 6000	Independent Investigative Project	40	Compulsory	K8 - 10; S15 - 17
6	SPAG 6007	Current Issues in Sport Development and Physical Education	20	Compulsory	K8, 9; S14 - 16

6	SPAG 6014	Managing Community Events	20	Compulsory	K8; S14 - 16
6	SPAG 6008	Club and Coach Development	20	Compulsory	K8, 9; S15, 16
6	SPAG 6013	Performance Analysis in Sport	20	Compulsory	K8, 9; S15, 16

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

Core Modules	Must be taken and must be successfully passed
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)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, 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)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

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		
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	Spring	Written Assignment (50%) Portfolio (50%)	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 120 credits would receive a CertHE Sport Coaching and Physical Education				
SPAG 5008	Delivering Sport and the Physical Education Curriculum	Autumn	Portfolio (100%)	End Semester 1
SPAG 5013	Leadership and Relationships in Sport	Autumn	Written Assignment (50%)	Mid Semester 1

			Oral Presentation (50%)	End Semester 1
SPAG 5006	Work Based Learning	Year-long	Set Exercise (qualificatory) Written Assignment (100%)	Mid Semester 2 End Semester 2
SPAG 5000	Investigative Techniques	Spring	Written Assignment (50%) Oral Presentation (50%)	Mid Semester 2 End Semester 2
SPAG 5014	Outdoor and Adventurous Activities	Spring	Oral Presentation (100%)	End Semester 2
SPAG 5007	Developing Communities through Sport	Autumn	Project Work (50%) Oral Presentation (50%)	Mid Semester 1 End Semester 1
Students exiting at this point with 240 credits would receive a CertHE Sport Coaching and Physical Education				
SPAG 6000	Independent Investigative Project	Year-Long	Dissertation (80%) Oral Presentation (20%)	End Semester 2 End Semester 2
SPAG 6014	Managing Community Events	Spring	Practical Skills Assessment (30%) Portfolio (70%)	End Semester 2 End Semester 2
SPAG 6008	Club and Coach Development	Autumn	Oral Presentation (50%) Written Assignment (50%)	Mid Semester 1 End Semester 1
SPAG 6013	Performance Analysis in Sport	Autumn	Oral Presentation (100%)	End Semester 1
SPAG 6007	Current Issues in Sport Development and Physical Education	Spring	Oral Presentation (30%) Project Work (70%)	Mid Semester 2 End Semester 2
Students exiting at this point with 300 - 340 credits would receive a BA 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	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
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.	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	03.06.19
Date Programme Specification was last updated:	December 2021
For further information about this programme, refer to the programme page on the University website	

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