Course Specification

Course Summary Information		
1	**Course Title**	Foundation Certificate in Sport and Physical Activity Leading to BSc (Hons) Sports Coaching and Physical Education Therapy with Foundation Year
2	**Course Code**	US0979F
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	

6	**Course Description**
	Overview Our BSc (Hons) Sports Coaching and Physical Education will help you develop the pedagogical practice required to coach athletes across a range of ages and abilities, as well as gain knowledge of all areas of the Physical Education curriculum at both Primary and Secondary school level. Following graduation, you will be in a position to gain employment within a sports coaching or school sport setting or embark on postgraduate studies. **Foundation Year** The BSc (Hons) Sports Coaching and Physical Education with a Foundation Year course has been specifically designed to support your transition to degree-level study in Sport. As a student, you will undertake a foundation year situated at level 3 study, which has been designed as a prelude to your chosen degree course, providing opportunities for you to develop your knowledge, skills and understanding. Your learning journey through your foundation year will provide a secure platform on which you can build throughout your academic career in higher education. As part of the foundation year, you will explore and develop a number of essential academic, interpersonal and professional skills that will help you succeed in your future degree level studies. On successful completion of your foundation year, you are guaranteed to progress on to the first year of the BSc (Hons) Sports Coaching and Physical Education degree. If you are interested in progressing on to one of our other Sport degrees, this will be subject to space available on those courses and on meeting the relevant entry requirements, which may include passing an interview. **What's covered in the course?** We will help you develop a keen understanding of your own coaching and teaching philosophy, along with providing you with knowledge of industry and cultural factors that influence the wider context of sport. You will benefit from practical application of the theoretical underpinnings of coaching and PE teaching and have access to hands-on experiences.

	Physical education continues to be an important part of Government agendas, so with this in mind, you will also learn relevant and up-to-date information that is linked and mapped to the National Curriculum for Physical Education (NCPE). You will be taught the contemporary information that educators within this sector require. It won't just be about sport either; you'll be looking at different aspects of health and people at opposite ends of the health spectrum. It's a chance for you to gain the knowledge and skills needed to negotiate different challenges in your future profession. To help build these skills, you'll go on placements, working face-to-face and gaining first-hand experience in a coaching and/or school environment, something which will enhance your future employability.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
7b	**Exit Awards and Credits Awarded**		
	Foundation Certificate in Sport and Physical Activity	Level 3	120

8	**Variation from the University Regulations**
	Not applicable

9	**Delivery Patterns**			
Mode(s) of Study		**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time		City South	1 year	US0979F

10	**Entry Requirements**	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk or may be found by searching for the course entry profile located on the UCAS website.
	EU:	
	International:	
	Access:	

11	**Course Aims**
1	Pursuing excellence: To establish a clear understanding of the requirements and expectations of academic study in higher education.
2	Practice-led, knowledge applied: To apply your knowledge and understanding to the processes and protocols of studies in higher education, and to begin to recognise their relevance in a range of subject disciplines and related professional context.
3	Interdisciplinarity: To recognise the interrelated nature of subjects and topics across a range of disciplines and their potential impact on related professions.
4	Employability-driven: To provide a foundation upon which knowledge and understanding can be built in preparation for related and relevant employment.
5	Internationalisation: To promote to promote a global understanding of higher education.

12	Course Learning Outcomes
1	Demonstrate a commitment to continuing personal and professional development and career planning.
2	Demonstrate an ability to adapt behaviours in accordance with diverse cultural and individual factors.
3	Conduct yourself in a manner that is consistent with the values of your future profession.
4	Become an autonomous learner, who is confident, adaptable and capable of independent enquiry.
5	Demonstrate a wide range of transferable skills to appropriately prepare for higher levels of study and employment. Such as: communication and literacy; problem solving; presentation skills; independent learning and working; collaboration and teamwork; IT skills; and a reflective approach to learning

13	Course Learning, Teaching and Assessment Strategy

Course Learning and Teaching

The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower students to become independent learners. Our teaching sessions are interactive where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so we incorporate different strategies that respond to their needs. The learning approaches that students may expect to engage in, include:

- Workshops
- Seminars
- Lectures
- Tutorials
- Small group work
- Independent study
- Online learning via the virtual learning environment (Moodle)
- Peer discussion and peer learning
- Online lessons

We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support students in engaging in modules in different ways, which we utilise to meet the needs of our students.

Whilst studying with us, we expect students to become autonomous learners; we will set tasks for them to complete either in preparation for their next session, or as a directed learning task after a session. These tasks are designed to support students in extending their knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation. We are strongly committed to promoting collaborative learning and in sessions we will work with students to support their developing skills. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met.

Assessment

Our assessment methods are designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning and assessment, and we provide support within each module to support students in understanding the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of the key concepts explored, and we will support them to further develop skills to strengthen graduate attributes. We know that students will need to draw upon a wide range of skills when working in their intended professions, so our assessment methods are designed to help them develop these.
Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to):

- Essays
- Posters
- Portfolios
- Projects
- Reflective journals
- Patchwork assessments
- Presentations
- Exams

Support is ongoing in all modules where students can receive formative feedback. In the formative submissions, students will receive feedback from their tutor either verbally (which is recorded) or written to identify strengths and areas of improvement prior to final submissions. Students will be supported by module leaders throughout the modules to ensure they understand the assessment. After each summative assignment submission, students will receive written, detailed, and individual 'feedback' to enable them to understand the grade they achieved on the work submitted and 'feedforward' which will provide key points to improve upon for their next submission.

All information about the assignments, including the marking criteria is made available to students at the start of each module. Tutors refer to this throughout teaching sessions and will plan for formative teaching opportunities when, for example, students may be asked to peer review other students work or projects, complete self-assessment tasks against learning outcomes, demonstrate current learning and thinking about a particular concept through preparing a short presentation or piece of writing.

14 Course Requirements

14a

Level 3:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
LSS3001	Academic Skills for Success	20 credits
LSS3003	Interpersonal and Communication Skills	20 credits
LSS3005	Negotiated Studies	20 credits

	LSS3004	Health and Wellbeing in Society	20 credits
	LSS3002	Introduction to Human Biology	20 credits
	LSS3007	Introduction to Sport and Exercise Science	20 credits

14b Structure Diagram

Level 3

SEMESTER ONE	SEMESTER TWO
LSS3001: Academic Skills for Success (20 credits) LSS3003: Interpersonal and Communication Skills (20 credits) LSS3002: Introduction to Human Biology (20 credits)	LSS3005: Negotiated Studies (20 credits) LSS3004: Health and Wellbeing in Society (20 credits) LSS3007: Introduction to Sport and Exercise Science (20 credits)

15 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 3

Workload

16% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	193 hours
Directed Learning	272 hours
Private Study	735 hours
Total Hours	1200 hours

Balance of Assessment

Assessment Mode	Percentage
Coursework	73%

Exam	10%
In-Person	17%

Course Specification

Course Summary Information		
1	**Course Title**	BSc (Hons) Sports Coaching and Physical Education
2	**Course Code**	US0979
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Chartered institute for the Management of Sport and Physical Activity (CIMPSA)

6	**Course Description** (Marketing text for website)
	The course content is designed to ensure graduates develop the pedagogical practice required to coach athletes across a range of ages and abilities, as well as the delivery of all areas of the Physical Education curriculum at both Primary and Secondary school level. Following graduation, you will be in a position to gain employment within a sports coaching or school sport setting, or embark on postgraduate studies, such as a PGCE in Physical Education. **What's covered in the course?** We will help you develop a keen understanding of your own coaching and teaching philosophy, along with providing you with industry and cultural factors that influence the wider context of sport. You will gain practical application of the theoretical underpinnings of coaching and PE teaching and have access to hands-on experiences. Physical education continues to be an important part of Government agendas, so with this in mind, you will also learn relevant and up-to-date information that is linked and mapped to the National Curriculum for Physical Education (NCPE). You will be taught the contemporary information that educators within this sector require. It won't just be about sport either; you'll be looking at different aspects of health and people at opposite ends of the health spectrum. It's a chance for you to gain the knowledge and skills needed to negotiate different challenges in your future profession. To help build these skills, you'll go on placements, working face-to-face and gaining first-hand experience in a coaching and/or school environment, something which will enhance your future employability. Teaching for this course is split between our campus in Edgbaston, Birmingham, and the world-class Alexander Stadium in Perry Barr, Birmingham which contains our state-of-the-art sport and exercise laboratories, sports therapy rooms and cutting-edge resources. The Stadium was home to the Commonwealth Games in summer 2022, and the University has invested an additional £5m in areas across both main stands for our practical sports teaching and learning activities.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Bachelor of Science (with Honours) Sports Coaching and Physical Education	Level 6	360
7b	**Exit Awards and Credits Awarded**		
	Certificate of Higher Education Sport Diploma of Higher Education Sport Bachelor of Science Sport	Level 4 Level 5 Level 6	120 240 300

8	Variation from the University Regulations
	Not applicable.

9	Delivery Patterns		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time	Alexander Stadium, Doug Ellis Sports Centre, City South	3 years	US0979

10	Entry Requirements
The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/courses/sports-coaching-physical-education-bsc-hons-2020-21 or may be found by searching for the course entry profile located on the UCAS website.	

11	Course Learning Outcomes
1	Demonstrate an extensive and up to date critically informed understanding of theoretical concepts relating to high quality sports coaching and physical education pedagogy.
2	Apply innovative and appropriate pedagogical techniques in a range of appropriate sports coaching and physical education settings.
3	Demonstrate a capacity to engage in critical self-reflection to continue to learn and undertake additional professional training in a range of sports coaching and physical education contexts.
4	Demonstrate practitioner research skills for improved practice within a sports coaching and physical education pedagogy context.
5	Apply knowledge of exercise physiology, sport psychology, health enhancing physical activity, and human development to a range of sports coaching and physical education contexts.
6	Evaluate the roles and responsibilities of adults within a sports coaching and physical education context.
7	Critically utilise interdisciplinary knowledge connections in order to optimise individual learning.
8	Demonstrate knowledge of safe practice and safeguarding to reduce and manage risk in a range of sports coaching and physical education contexts.
9	Critically review established literature on current contemporary issues in sports coaching and physical education.
10	Critically review and adapt behaviours that inclusively embrace culturally diverse learners' needs.
11	Demonstrate appropriate interpersonal skills that are required for the professions of sports coaching and physical education.

12	**Course Requirements**

12a *Individual levels below to be deleted where not applicable.*

Level 4:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPC4002	The Coaching Process	20
SPC4000	Principles of Performance Analysis	20
SPE4001	Introduction to Physical Education and School Sport	20
SPE4002	Children's Development: Physical, Emotional, Health, and Wellbeing	20
SPX4008	Introduction to Academic Skills for Sport and Exercise	20
SPX4005	Becoming a Practitioner in Sport and Exercise	20

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPC5002	Sports Coaching and Physical Education: Professional Practice 1	40
SPC5001	Contemporary Issues in Sports Coaching and Physical Education	20
SPE5001	Sport, Physical Activity, and Health in Practice	20
SPC5000	Applied Pedagogy in Sports Coaching and Physical Education	20
SPX5009	Research Skills and Data Analysis	20

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
SPC6000	Sports Coaching and Physical Education: Professional Practice 2	40
SPC6001	High Performance Sports Coaching	20
SPX6000	Independent Research Project	40
SPX6014	Psychology of Talent Identification and Development in Sport	20

12b Structure Diagram

Level 4

SEMESTER ONE	SEMESTER TWO
All core modules SPE4001 Introduction to Physical Education and School Sport (20 credits) SPX4008 Introduction to Academic Skills for Sport and Exercise (20 credits) SPC4002 The Coaching Process (20 credits)	*All core modules* SPX4005 Becoming a Practitioner in Sport and Exercise (20 credits) SPE4002 Children's Development: Physical, Emotional, Health, and Wellbeing (20 credits) SPC4000 Principles of Performance Analysis (20 credits)

Level 5

All core modules SPC5000 Applied Pedagogy in Sports Coaching and Physical Education (20 credits) SPE5001 Sport, Physical Activity, and Health in Practice (20 credits)	*All core modules* SPX5009 Research Skills and Data Analysis (20 credits) SPC5001 Contemporary Issues in Sports Coaching and Physical Education (20 credits)
SPC5002 Sports Coaching and Physical Education: Professional Practice 1 (40 credits)	

Level 6

All core modules SPC6001 High Performance Sports Coaching (20 credits)	*All core modules* SPX6014 Psychology of Talent Identification and Development in Sport (20 credits)
SPC6000 Sports Coaching and Physical Education: Professional Practice 2 (40 credits)	
SPX6000 Independent Research Project (40 credits)	

13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	240
Directed Learning	422
Private Study	538
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	44
Exam	12
In-Person	44

Level 5

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	176
Directed Learning	472
Private Study	552
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	20
Exam	0
In-Person	80

Level 6

Workload

% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	99.5
Directed Learning	385
Private Study	715.5
Total Hours	1200

Balance of Assessment

Assessment Mode	Percentage
Coursework	50
Exam	0
In-Person	50