

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

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Please note:

- Standard text is in grey highlight;
- *Guidance notes for staff or suggestions for the design and functionality of the database are in italics.* Guidance notes should be deleted in the final version.

SECTION A: CORE INFORMATION

1. Name of programme

Physical Education and Sports Coaching

2. Award title (*eg BA Honours*)

BA Honours

3. Programme linkage

Is this part of group of linked programmes between which students can transfer at agreed points? (*eg a version with / without a placement year, a group of programmes with a common first year etc*)

No

If yes:

4. Is the programme a top-up only?

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? (*ie an 'Extended Studies' programme*)

No

6. Level of award (eg Level 6 for BA/BSc)

Level 3		Level 4	Cert HE	Level 5	Dip HE	Level 6	BA	Level 7	
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7. Awarding body: **University of Sunderland**

8. Which department is it in?
Sport and Exercise Sciences

9. Programme Studies Board?
Sport Studies Board

10. Programme Leader
Dr Graham Cook

11. How and where can I study the programme?
Tick all boxes that apply

At Sunderland:	
Full-time on campus	X
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	

By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3 years	9 years
Part-time		
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

Version History

Version	Occasion of Change	Change author	Date of modification	Modifications made
1.0	Original placed in Academic Quality Handbook	<i>S Sutcliffe</i>	<i>September 2008</i>	
2.0	Reviewed by ADC members	<i>S Lumsden</i>	<i>February 2009</i>	Inclusion of cohort size, research information and Resource Implications
3.0	Clarification of information	<i>S Patience S Sutcliffe</i>	<i>September 2009</i>	Change of wording for clarification purposes. Addition of faculty approval signature
4.0	New CSP subjects	<i>S Sutcliffe</i>	<i>February 2010</i>	<i>Revision of form to include items needed to approve a new CSP Subject</i>
5.0	Annual review of Quality Handbook	<i>A Roberts</i>	<i>August 2011</i>	<i>Reference to SRBP amended to Marketing and Recruitment</i>
6.0	Academic Development Committee	<i>S Sutcliffe</i>	<i>October 2011</i>	<i>Columns for minimum and maximum number of students added</i>
7.0	Amendments following Quality Assurance Framework Review	<i>I Rowan</i>	<i>January 2012</i>	Amended to request more details regarding flexible modes of delivery; links to Sunderland Commitment; consultation with students/employers/PSRB
8.0	Annual review	<i>A Roberts</i>	<i>August 2012</i>	Process clarified
9.0	Academic Development Committee	<i>I Rowan/ M Wyvill</i>	<i>October 2012</i>	<i>Update of funding sources, details of Home/EU undergraduate numbers, relationship to university strategies, and use of Sunspace</i>
10.0	Academic Development Committee	<i>I Rowan</i>	<i>November 2012</i>	<i>Funding Source changed to Funding/Commissioning Source</i>
11.0	Annual Review of Quality Handbook	<i>A Roberts</i>	<i>August 2013</i>	<i>Clarification of acronyms</i>
12.0	QAA quality code review	<i>S Sutcliffe</i>	<i>January 2014</i>	<i>New section to define cognate programmes at Sunderland for UNISTATS comparison</i>
13.0	Academic Development Committee	<i>A Roberts</i>	<i>October 2015</i>	<i>Clarified that discussions have taken place regarding the Business Plan, market intelligence and employment opportunities</i>

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

26. Learning and teaching strategy.

The programme has been designed to ensure that throughout your studies, you are given the opportunity to become active participants in learning. This may challenge some of the traditional approaches to learning with which you are familiar in that the programme content will ensure that value is placed firmly on the need for you to develop a capacity for lifelong learning. Furthermore, a key issue in the development of the programme has been to ensure that work based knowledge, skills and practice is central to the focus of the programme. This is covered in greater depth below (Professional Development and Work-based Learning).

To develop this aspect of active participants in your learning, the programme team have followed the University's educational framework that centres on enquiry based learning. This permits the development of levels of competence within and between all levels of the programme with a clear emphasis on a move from dependence on teaching and facilitation in the initial stages of the programme to competence in knowledge, skills and professionalism upon your completion of the programme. We have aimed to achieve this by using methodological approaches. For example at Level 4 SSP150 *Personal and Professional Development* introduces you to the concept of research, why it is undertaken, basic research skills and methods of presenting data. In Stage 2 you are then engaged in a full module that covers research methods (SSP250 *Research Methods*), and in your final year the work advances with you undertaking a research project in the module SSP372 *Applied Research Project*. Teaching in Stage 1 is focussed on providing you with basic information in an easy to follow format that is both engaging and instructive. The assessment consists of you taking data gathered in class, exploring the data, and presenting the results as part of a portfolio. In the second year, you learn further about research methods, mainly in our computer labs, using software for both qualitative and quantitative reports. You then develop research proposals which form the assessment. By final year, you are guided to develop projects that are work-based but also follow sound research principles.

The programme is designed to promote the development of high levels of knowledge, skills and professionalism. The role of the sports coach or the physical education professional is characterised by commitment to the individual and groups with which the person works. This is addressed in many of the modules in which the broadest of theoretical bases will consider both individual and group needs. This will then be supported by the development of strategies and skills to facilitate optimal learning and safe participation opportunities for the young people with whom you will work in fullness of time.

Programme content will be delivered using a wide variety of methods (e.g. lecture, seminar, tutorial, workshop, problem-based learning, work based learning, case study and practical sessions involving physical education, physical activity and sport). At all Stages/Levels you are expected to engage in directed self-study (e.g. reading relevant literature and technical material in preparation for assignments, workshop presentations and practical sessions.). This is essential in order to expand your knowledge and skills in practical, analytical and theoretical contexts. You will also take part in group work with peers in order to enhance your practical and communication skills as well as the ability to collaborate and work within a team. Seminars, workshops and practical sessions allow the provision of regular, formative (non-assessed) feedback in individual modules. In addition, regular meetings with a personal

academic tutor will be scheduled as part of the SSP150 *Personal and Professional Development* module at level 4 to support the transition into University. Personal tutors will provide an opportunity for you to reflect formally on academic development in relation to your lifelong learning goals (e.g. future career/study plans).

The objective of this student-staff contact time is to help you to set milestones and learning goals, and make new ideas and concepts accessible to you. These ideas are followed up in tutorials and through self-directed learning. Tutorials are used within each module to provide support for lectures. The prime objective of tutorial time is to allow you time to undertake in-depth study of particular topics which have been introduced and also for critical reflection, consolidation and discussion of activities completed within seminars, and practical sessions.

Professional Development and Work Based Learning

Within the programme there is a strong emphasis on professional development and employability. In fact, it is the cornerstone of the programme. At each level there are 2 practical modules that will help you to integrate theory into practice and enable you to develop skills used in planning, delivering and reviewing physical education or sports coaching sessions. Using this approach, it is expected that you will gain a flexible approach to problem-solving, become good team members, and develop good communication skills. This work will take place on campus and prepare you for other work based learning modules that are prevalent in each of the three levels. These latter modules will ensure that you are provided with real-life work based situations in schools or sports coaching organisations and contexts and develop your skills with a variety of learners at different ages and levels of ability in both individual and group situations. Thus, 50% of the course provides you with very sound professional development practice opportunities

Student work based learning experiences will be developed in collaboration with local schools and sports organisations to ensure sound experiences for you. The integration of theory and practice at the front line of physical education and sport delivery ensures that as your teaching/coaching competency is established, the development of your professional attitude and behaviours is validated.

Work-based assessments will follow similar practices as used by the Faculty of Education and Society in their teacher-training programmes. All involved (students, school or workplace mentors, internal staff) will be provided with a two page document outlining teaching and coaching standards with four different Grade Descriptors outlining the appropriate standards expected of you as you progress through your WBL.

Experiential work based learning will drive:

- An identification and strategic focus on real teaching and coaching issues and the contexts in which they take place.
- The development and use of your critical reflection skills with consistent opportunities to critically reflect on your practice with groups and individuals. This will help you to capture and encapsulate the dynamic nature of working with young people of all ages, the complexities of working with individuals but within group settings, and the planning, organisation and control that needs to take place to ensure safe environments and optimal learning.

- The establishment of the notions of personal autonomy and individual responsibility in practice which can be used to further drive the process of teaching and learning through inquiry based learning.

Virtual Learning Environment (VLE)

All teaching and learning is supported via our virtual learning environment (VLE). It provides continuous online access and student support through a range of teaching, learning and assessment materials developed for the programme. The material for any particular module is accessible to all students registered on that module, and can include, for example, information, including multimedia, interactive tutorials, on-line assessments, and a discussion board. The number and frequency of students accessing the VLE can be monitored, as can individual achievements on the formal assessments. Staff can monitor or actively contribute to the discussion boards. The VLE will be used to provide you with timetables, programme guides and other specific programme information, student feedback provided at staff-student forums along with the relevant actions taken, information on the personal development process, career information and general notices.

As part of the VLE support, the University also offers an on-line portfolio. This on-line portfolio will be embedded in the programme to enable you to track your development and plan ahead. It is a very strong tool for personal reflection and will be used both formatively and summatively. Another use of the VLE will be to assist in supporting you in periods in which you are off campus. One proposal is to use the VLE portfolio as a triangular method of communication to enable student, off-campus liaison, and the on-campus tutor to consider issues and provide information or feedback while keeping everyone in the loop. In this case the VLE becomes a tool for real-time and off-line communication and discussion.

Lectures, sometimes by guest speakers, are used to guide your knowledge base regarding for example theoretical concepts and practical issues. Seminars and workshops are used to elaborate on these issues often utilising problem based learning and real world case studies from professional practice. Development of practical skill competencies through both coaching and teaching practicals will be a feature throughout all stages of the programme. The academic demands become progressively more challenging and complex as you progress through the three Stages/Levels and you are expected to take much greater responsibility for your learning and be increasingly comfortable planning and managing your own study. The aim is to support your development as a reflective and autonomous practitioner capable of researching, planning, executing and evaluating your own work. In order to encourage this, lecture frequency decreases and independent study increases.

Towards the latter part of the programme (Stage 3) it is intended to involve experienced professionals as guest lecturers to inform and help you to think about and manage the transition from UG student to the post-graduate work that many will seek. This model is used extensively in the Faculty of Education and Society (FES) with great success.

27. Retention strategy.

The University has a robust and historical infrastructure specifically designed and continuously developed to support student retention in academic and practical settings. Key University of Sunderland policies include Work-based Learning, the University Learning and Teaching Plan and the University Academic Strategy. By continually supporting you in your practical and work based activities as an integral part of the University Academic Strategy, we can ensure that you are individually valued as members of your cohort. We operationalise this by methodologically triangulating our identification of students who might be lost to attrition, lacking progression or exhibiting signs of personal issues.

At Faculty level, there are now monthly monitoring meetings held to consider any issues that may impact on groups or individuals and identify students who may require support.

This support is provided in the first instance by the Faculty's Student Support Officer who contacts students and provides first point of contact support. This officer can then seek assistance or information from others in the Faculty or the University to help students.

At Departmental Level there are a number of processes and practices that are designed to impact on student retention:

- To ensure that you feel supported and welcomed, the Department has developed a sound induction process that intends to orientate you to the institution, the Department and key support mechanisms. Induction is provided to students at all levels. At Level 4, new students to the University take part in a number of key activities to ensure you get to know your tutors and colleagues. This helps to establish peer networks as well as give opportunities for you to meet with personal tutors from Day 2 of induction. A strong component of this programme will be the development of cohort identity. Other activities involve an orientation to the University and support that is offered by the University to you e.g. finance, careers, health and safety. At Level 5 you will already be aware of the systems and processes as well as having your own peer networks. Induction at this level will ensure that you are paired up again with tutors and that progress from your 1st year is reviewed and actions addressed where appropriate to optimise the coming year's work. In third year you will review the previous year and meet with staff about dissertation projects. Key to this cohort will be a time management input, specifically about how to manage your personal and academic life in what is your final year, as well as review of study skills. Tutors will engage with students in groups and in one-to-one situations with significant input being offered on career development.
- The Department operates a personal tutor system that embraces all three undergraduate levels. A core Level 4 *Personal and Professional Development* module, SSP150, provides the stimulus for individual and group based tutorials which helps to cement relationships with your tutors. In Level 5, a series of employment based sessions with appointed tutors continues the approach. You engage with specific staff members through the sessions and also meet individually on timetabled occasions throughout the year. In third year, support is provided by your personal dissertation tutor with two specific sessions programmed for each student to consider personal and general academic issues.
- University Student & Learning Support (SLS) supports students with disabilities or specific learning needs, e.g. mature students returning to study. Staff engage proactively with SLS when deemed necessary. This engagement may seek assistance for a student or clarification about approaches that may be available for students.
- Responses to your feedback on all aspects of programme delivery, both your individual and group feedback, are a strong focus for the Department. The University operates Staff Student Liaison Committees and the Department follows that lead. Those committees meet regularly, issues are dealt with, and responses directed back to the student reps timeously. However, at both programme and module level your feedback is gathered and discussed openly and fully at relevant Studies Boards.

28. Any other information.

SECTION C - TEACHING AND LEARNING

29. What is the programme about?

The proposed new undergraduate programme in Physical Education and Coaching will aim to provide graduates with a rounded theoretical and practical knowledge of coaching and physical education at primary and secondary levels. You will therefore have a range of employability options in primary physical education, secondary physical education and sports coaching. The programme therefore offers something not available in the area.

30. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Communicate knowledge of physical education and sports coaching in situations of limited complexity in order to provide a foundation for further study in the subject;
- Select and describe theories and concepts relevant to an understanding of physical education and sports coaching;
- Identify and employ academic study skills to succeed in Higher Education study;
- Illustrate the principles of data collection, analysis and data handling;
- Identify personal learning and development goals.

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Recognise key delivery issues in relation to physical education and sports coaching;
- Recognise and describe of key concepts and theories in physical education and sports coaching;
- Interpret a range of academic study skills necessary to succeed in Higher Education;
- Identify and explain the research process;
- Recognition of one's personal skill and knowledge profile within the context of the programme.

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 1 plus:

- Apply knowledge of physical education and sports coaching to the solution of familiar and unfamiliar problems;
- Analyse and apply selected theories and concepts to examine the process of physical education and sports coaching;
- Plan, design and reflect upon practical activities using appropriate techniques and procedures;
- Analyse evidence in the context of research methods and data sources;
- Take and demonstrate responsibility for personal learning and continuing professional development

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 1 plus:

- Apply different methods of enquiry, interpretation and analysis of relevant data and appropriate enquiry;
- Apply of one or more of the following: current professional best practice/regulations/government policy/different interventions;
- Develop a more advanced knowledge and appreciation of key concepts and theories in physical education and sports coaching;
- Appreciate the role of physical education and coaching and its relationship to wider social and health policy initiatives.

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 2 plus:

- Critically appraise a physical education/ sports coaching intervention;
- Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions;
- Develop and evaluate an appropriate physical activity, health and exercise intervention to improve health and fitness using a sound evidence-base;
- Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data;

- Reflect on personal and professional competence and practice to support plans career and/or further study.

Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 2 plus:

- Appraise strategies, interventions and policies for specific populations;
- Critique knowledge of relevant practical skills in a field setting;
- Evaluate the importance of evidence based practice in the context of physical education and sports coaching;
- Appraise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and codes of conduct;

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

31. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

At Stage 1 the following modules will be studied all of which are core to the programme

- SSP 150 Personal and Professional Development (20 credits)
- SSP 160 Sport and Physical Activity in Contemporary Settings (20 credits)
- SSP 153 Principles of Sport and Exercise Psychology (20 credits)
- SSP 161 Principles Physical Education and Sports Coaching 1
- SSP 155 Principles of Sport and Exercise Leadership (20 credits)
- SSP 162 Professional Practice in Physical Education and Sports Coaching 1 (20 credits)

Stage 2

At Stage 2 the following modules will be studied all of which are core to the programme

- SSP 250 Research Methods (20 credits)
- SSP 271 Fundamentals of Sports Coaching (20 credits)
- SSP 272 Theory and Practice of Sports Coaching (20 credits)
- SSP 267 Contemporary Issues in Physical Education and School Sport (20 credits)
- SSP 268 Principles of Physical Education and Sports Coaching 2 (20 credits)
- SSP 269 Professional Practice in Physical Education and Sports Coaching 2 (20 credits)

Stage 3

At Stage 3 the following modules will be studied all of which are core to the programme

- SSP 372 Applied Research Project (20 credits)
- SSP 370 Contemporary Issues in Sport Coaching (20 credits)
- SSP 371 Developing Excellence in Sports Coaching (20 credits)
- SSP 367 Organising and Managing Sport (20 credits)
- SSP 368 Principles of Physical Education and Sports Coaching 3 (20 credits)
- SSP 369 Professional Practice in Physical Education and Sports Coaching 3 (20 credits)

32. How will I be taught?

The Faculty has a published Learning and Teaching (L & T) plan that follows the University's L & T strategy. This plan places you at the heart of the L & T process and promotes the reinforcement of previous knowledge on which you can build, as well as the development of new knowledge and skills. The plan encourages a range of teaching modes that both interest and stretch you and places strong emphasis on facilitating your learning through active participation.

The programme will employ a variety of learning and teaching methods. While there are many different forms of learning and teaching methods, they can be grouped under three distinct categories of scheduled teaching activities, independent study, and placements. (Table 1)

Table 1 Scheduled Teaching Activities by Module AND Identifying Existing or New Modules

Module Code	Module Title	New or Current	Credit Value	Scheduled Teaching Activities	Independent Study	Placement
SSP150	Personal and Professional Development	E	20	Seminar 30hrs	120 hrs	50hrs
SSP160	Sport and Physical Activity in Contemporary Settings	N	20	Lectures 24 hrs Seminars 24 hrs	152 hrs	
SSP153	Principles of Sport and Exercise Psychology	E	20	Lecture 6 hrs Seminars 36 hrs	152 hrs Independent Study 6 hrs VLE	
SSP161	Principles of Physical Education and Sports Coaching 1	N	20	Seminars 18 hrs Practicals 30 hrs	140 hrs Independent Study 12 hrs VLE	
SSP155	Principles of Sport and Exercise Leadership	E	20	Lectures 24 hrs Practicals 36 hrs	140 hrs	
SSP162	Professional Practice in Physical Education and Sports Coaching 1	N	20	Seminars 38 hrs Practicals 10 hrs	102 hrs	50 hrs
SSP250	Research Methods	E	20	Seminars 24 hrs	176 hrs	
SSP271	Fundamentals of Sports Coaching	N	20	Lectures 12 hrs Practicals 2 hrs Seminars 22 hrs	152 hrs Independent Study 12 hrs VLE	
SSP272	Theory and Practice of Sports Coaching	N	20	Lectures 12 hrs Seminars 4 hrs Practicals 20 hrs	140 hrs	24 hrs
SSP267	Contemporary Issues in Physical Education and School Sport	N	20	Lectures 12 hrs Seminars 24 hrs	164 hrs	
SSP268	Physical Education and Sports Coaching 2	N	20	Seminars 12 hrs Practicals 24 hrs	152 hrs Independent Study 12 hrs VLE	
SSP269	Professional Practice in Physical Education and Sports Coaching 2	N	20	Seminars 14 hrs Tutorials 2 hrs	88 hrs	96 hrs
SSP372	Applied Research Professional Project	N	20	Lectures 10 hrs Tutorials/Supervision 3hrs	187 hrs	
SSP371	Developing Excellence in Sports Coaching	N	20	Lectures 12 hrs Seminars 4 hrs Practicals 20 hrs	164 hrs	
SSP370	Contemporary Issues in Sports Coaching	N	20	Lectures 12 hrs Seminars 22 hrs Practical 2 hrs	152 hrs Independent Study 12 hrs VLE	
SSP367	Organising and Managing Sport	N	20	Lectures 12 hrs Seminars 12 hrs	176 hrs	
SSP368	Principles of Physical Education and Sports Coaching 3	N	20	Seminars 12 hrs Practicals 24 hrs	152 hrs Independent Study 12 hrs VLE	
SSP369	Professional Practice in Physical Education and Sports Coaching 3	N	20	Seminars 14 hrs Tutorials 2 hrs	88 hrs	96 hrs

Teaching and learning methods at all three levels include lectures, seminars, tutorials, work based learning and practical sessions. You will be encouraged to develop graduate skills through learning tasks which require you to work independently, in small groups, communicate in writing and orally, manage and present numerical and other forms of data, and recognise and solve problems. Modules will run across two semesters in Level 4 and regular, timetabled meetings with a personal and academic tutor will be scheduled as part of the *Personal and Professional Development* module to support the transition from school or college Level 3 to University Level 4. This practice facilitates regular contact between yourself and personal tutors and provides an opportunity to reflect formally on progress and your acquisition of knowledge and skills. In addition, tutors will encourage you to begin to plan for life beyond university by mapping skills, knowledge and attributes to possible career/study plans. Modules at level 5 and 6 run over a single semester (with the exception of the Applied Professional Project module). You are expected to take much greater responsibility for your learning and be increasingly comfortable planning and managing your studies as you progress through the three levels.

33. How will I be assessed and given feedback?

The programme will employ a variety of assessment methods. While there are many different forms of assessment, they can be grouped under three distinct categories of written examinations, coursework and practical assessments.

The University of Sunderland seeks to ensure that assessment supports academic standards through a range of processes. Regulations, qualification and level descriptors and generic assessment criteria provide a framework for ensuring comparability of standards between subject areas, and in line with institutional standards and national norms. The University has adopted the qualification descriptors in the QAA Framework for Higher Education Qualifications (FHEQ), which define the 'achievements, and attributes represented by the main qualification titles' and 'provide important points for reference for setting and assessing standards' (Part 1: The Purpose of the Framework, FHEQ, 2001). Within this framework the University has adopted the NICATS level descriptors to provide a more detailed description of the skills and knowledge, which are appropriate for study at Undergraduate level.

The assessment strategy for the Physical Education and Sports Coaching programme serves three main functions: summative (i.e., to measure the performance of a student on a module); diagnostic (i.e., to generate information about a student's strengths and weaknesses); and formative (i.e., to aid the learning process). Assessment drives learning, guiding the way in which you learn and manage your time, therefore you benefit from effective and timely feedback on coursework. Assessment load will enable appropriate measurement of achievement, as well as being realistic for both staff and students in terms of volume and timing. The processes of assessment are transparent. The Department follows the University's generic assessment criteria while, in addition, specific assessment rubrics are being developed with the University's Learning Support staff, for specific assessments. Thus, all assessments have explicit assessment and marking criteria to facilitate effective learning and allow for the provision of timely, meaningful and effective feedback.

Assessment processes across the BA (Hons) Physical Education and Sports Coaching programme have been deliberately designed to be developmental rather than judgemental in approach. This is the main mechanism by which feedback on assessment will drive processes

of teaching and learning in inquiry based approaches. We will actively encourage feedback to become a dialogic process where the student is an active participant in how they might best improve on their current and previous performances and most significantly how they can take ownership of this process.

Over the three years assessment evolves. In Stage 1 assessment will tend to be descriptive and focus on knowledge that underpins practice to ensure that you have a sound base on which to build. Similarly, practical assessments will reflect underlying aspects of child development and how to facilitate that with 4-11 year olds. By Year 2, you will be expected to be able to analyse and reflect on knowledge and be able to develop sound reasons and argument. Practicals at this Stage will focus on developing and evaluating lessons with 11-16 year olds. In Year 3, assessments will be more critically evaluative and you will be expected to provide synthesised data and information and develop strong argument for your suppositions. Practical assessments will be reflective and evaluative and refer to work that is being conducted with young adults.

Much of the practical assessment will take place through the production of reflective logs. Their role is developmental as well as evaluative and you will be expected to consider professional issues as well as your personal contribution, behaviour and experiences. Examinations are used sparingly in this programme, however, they are employed to encourage review of your work to date as well as to assess retention of knowledge. They also provide opportunities to recognise students who can organise their thoughts and operate under tight timescales.

The constructive alignment of knowledge and skills learning objectives with learning and teaching methodologies will ensure that assessment can also be aligned to the same degree, so that it becomes an active driver of learning. Deliberate emphasis has been placed on formative feedback which we will use to advocate 'meaning making' in relation to ongoing achievement (particularly in school or organisation based practical sessions). Models of reflection will be used to facilitate this process in practice, whereas specific developmental issues in academic work will be highlighted and discussed and students will be facilitated in their improvement of practice. This will be achieved by:

- Ensuring you are aware of how assessment drives their educational experience.
- Ensuring a range of assessment mechanisms that incorporate the opportunity for extensive Formative Feedback
- Anonymising written examination scripts
- Supporting and making reasonable adjustment for students who have special needs in relation to learning and teaching
- Using University quality assurance frameworks, policies and guidelines to actively support you in your assessment submissions /examinations
- Selecting a ratio of coursework to examinations that is representative of your need to provide evidence of higher order thinking skills rather than merely recall.
- Giving clear indications of marking criteria across every module of the programme
- Taking collaborative approaches in designing assessment
- Providing clarity in terms of what is expected of you
- Incorporating opportunities for self-assessment and peer assessment across the programme wherever possible in relation to formative assessment mechanisms
- Using a strategic variation in case based scenarios as a basis for enquiry based learning every academic year

Assessment feedback, of both a formative and a summative nature, will be provided within four weeks of the date of submission in accordance with the University of Sunderland Feedback to Students on Assessed Work Policy (2010)¹ and University of Sunderland Assessment Policy (2011)². Clearly vacation periods, public holidays and Examination Board timing may cause this to be extended. It should be noted that marks achieved are not considered final until confirmed by the Examination Board.

A central principle underpinning the programme team's strategy towards developing your personal and intellectual capabilities is the provision of timely, relevant and effective feedback on formative and summative module assessments. The programme team will provide written feedback on all your summative assessments and provide additional opportunities for you to meet on a one-to-one basis with the module tutors to discuss your individual performance on assessments through face-to-face interaction. Tutor availability will be clearly identified in the module guide and they may be contacted directly by telephone and/or email. Specific personal tutorial feedback sessions to informally discuss individual student achievement and progression will be arranged at the end of terms 1 and 2.

¹Feedback to Students on Assessed Work Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2987/AQH-F6-5+Feedback+to+Students+on+Assessed+work.pdf>

²Assessment Policy <https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2999/AQH-F6++Assessment+Policy.pdf>

Table 2: Table of Assessments by Module

Module Code	Module Title	Credit Value	Written Examinations	Coursework	Practical Assessments
SSP150	Personal and Professional Development	20		Portfolio 80%	Placement Assessment 20%
SSP160	Sport and Physical Activity in Contemporary Settings	20		Essay 50% Presentation 50%	
SSP153	Principles of Sport and Exercise Psychology	20	MCQ x 2 60%	Presentation 40%	
SSP161	Principles of Physical Education and Sports Coaching 1	20	MCQ x 2 40%		Practical PESC 60%
SSP155	Principles of Sport and Exercise Leadership	20	MCQ 25%	Coursework 50%	Practical PESC 25%
SSP162	Professional Practice in Physical Education and Sports Coaching 1	20		Diary 60% Poster Presentation 40%	
SSP250	Research Methods	20		Proposal 50% Research Report 50%	
SSP271	Fundamentals of Sports Coaching	20		Essay 50% Report 50%	
SSP272	Theory and Practice of Sports Coaching	20		Session Plan 20% Evaluation 20% Portfolio 40%	Practical SpC 20%
SSP267	Contemporary Issues in Physical Education and School Sport	20	Exam 30%	Group Coursework 50% Report 20%	
SSP268	Principles of Physical Education and Sports Coaching 2	20		Essay 40%	Practical PESC 60%
SSP269	Professional Practice in Physical Education and Sports Coaching 2	20		Project Design 30% Project Delivery 30% Presentation 40%	
SSP372	Applied Research Project	20		Presentation 25% Project/Report 75%	
SSP371	Developing Excellence in Sports Coaching	20		Essay 40% Portfolio 60%	
SSP370	Contemporary Issues in Sports Coaching	20		Essay 35% Coaching Programme 25% Evaluation of CP Design 20% Evaluation of Goals & Impact of CP 20%	
SSP367	Organising and Managing Sport	20	Exam 50%	Business Plan 50%	
SSP368	Principles of Physical Education and Sports Coaching 3	20		Lesson Plans 25% Evaluation Teacher 25% Evaluation Participant 25%	Practical PESC 25%
SSP369	Professional Practice in Physical Education and Sports Coaching 3	20		Portfolio 40%	Practical PESC 60%

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria	YES	

The University regulations can be found [here](#).

Students undertake a range of assessments at level 4 which include shorter assessments due early in the module so that you can gauge your progress. Assessment methods are included to support learning, student achievement and graduate skill development and typically include oral and/or video presentations, seminars, coursework (proposals, reports, case study) and exams. At level 5 assessment methods typically require you to engage with real-world examples to apply knowledge and understanding to support physical education, health related physical activity, or sport. Assessment items include oral presentations/examinations, coursework (e.g. dissertations, portfolios, reports) and exams. Through the range of assessments at Level 6 you will demonstrate the ability to evaluate and reflect critically on knowledge about physical education and/or sports coaching. Assessment methods continue to reflect the over-arching assessment strategy which is designed to offer a range of assessments to support learning, student achievement and graduate skill development thereby supporting their plans for work and/or further study on graduation.

Assessments are spread throughout the year at each stage to ensure that you have a scaffolded learning experience with assessments building upon foundation knowledge. The table below provides an example of the possible assessment timetable.

LEVEL 4 - SEMESTER 3		ASSESSMENT TYPE & DUE DATE												
MODULE CODE	DESCRIPTION	1	2	3	4	5	6	7	8	9	10	11	12	W
SSP150	Personal & Professional Development				Portfolio1		Portfolio2		Portfolio3					
SSP160	Sport & Physical Activity in Contemporary Settings				Essay				Essay					
SSP153	Principles of Sport & Exercise Psychology					MCQ								
SSP155	Principles of Sport & Exercise Leadership									Practical			MCQ	
SSP161	Principles of Physical Education & Sports Coaching 1					MCQ								MCQ
SSP162	Professional Practice in Physical Education & Sports Coaching 1													
		13	14	15	16	17	18	19	20	21	22	23	24	S
SSP150	Personal & Professional Development	Portfolio4			Portfolio5								Portfolio6 & WBL	
SSP160	Sport & Physical Activity in Contemporary Settings			Essay					Group Presentation					
SSP153	Principles of Sport & Exercise Psychology	Pres												MCQ
SSP155	Principles of Sport & Exercise Leadership													Course-work
SSP161	Principles of Physical Education & Sports Coaching 1								Practical					
SSP162	Professional Practice in Physical Education & Sports Coaching 1								Poster	Poster	Poster		Diary	
LEVEL 5		ASSESSMENT TYPE & DUE DATE												
MODULE CODE	DESCRIPTION	1	2	3	4	5	6	7	8	9	10	11	12	W
SEMESTER 1														
SSP271	Fundamental of Sports Coaching x6 weeks (1-6)					Essay	Report							
SSP269	Professional Practice in Physical Education & Sports Coaching 2: x12 weeks							Work Based Learning Experience			P'Tation	P'Tation		
SSP250	Research Methods: x6 weeks (1-6)					Group Report							Res Proposal	
SEMESTER 2														
SSP267	Contemporary Issues in Sport in Physical Education: x12 weeks								Group Presentation				Exam	
SSP272	Theory and Practice of Sports Coaching x12 weeks							Practical					Portfolio	
SSP268	Principles of Physical Education & Sports Coaching 2: x12 weeks						Essay			Practical 'Portfolio'				
LEVEL 6		ASSESSMENT TYPE & DUE DATE												
MODULE CODE	DESCRIPTION	1	2	3	4	5	6	7	8	9	10	11	12	S
SEMESTER 1														
SSP370	Contemporary Issues in Sports Coaching x12 weeks								Essay					Portfolio
SSP367	Organising & Managing Sport: x12 weeks									Essay				Exam
SSP368	Principles of Physical Education & Sports Coaching 3: x12 weeks							Practical					Portfolio	
SEMESTER 2														
SSP363	Developing Excellence in Sports Coaching x6 weeks (1-6)					Essay	Workbook							
SSP369	Professional Practice in Physical Education & Sports Coaching 3: x12 weeks							Work Based Learning Experience					Portfolio	
SSP372	Applied Research Project: x12 weeks													Poster & Diss

34 How does research influence the programme?

The University promotes the concepts of the Research Informed Curriculum as well as a Research Active Curriculum. The Department has staff engaged in research and reach out activity in areas that relate specifically to physical education and sports coaching.

There are many ways in which the curriculum will be both informed by research and include research. At the forefront of the delivery is the core staff who have considerable research expertise in many domains. Staff in the Department won a bid for funding to undertake research in primary schools, with a mission to identify both the amounts of physical activity undertaken by school pupils and the underlying causes for the relative activity levels. The work has been written up and is being sent off for publication. Dr Steven Anderson, who has written a number of the modules and will teach in the programme, studies physical education and dance in secondary schools for his PhD and has published from that study. He is also the Director of Study for a PhD student who will be studying pedagogical principles in physical education and their application. Dr Ian Whyte's PhD work was in education and looked specifically at sports coaches and their knowledge bases. Other staff are active in both pedagogical and sports specific research that will inform their practices. Thus, the work that they and others have undertaken is both shaping how this curriculum has been developed, as well as some of the content of the curriculum itself.

You will embrace the research process from Semester 1 of your 1st year, with basic concepts being covered in SSP150 Personal and Professional Development. This is furthered in 2nd year with a Research Methods module, SSP250, being a core component of that year. In the final year, you will be employing the knowledge and skills to complete a research project that will be worked based. Throughout the years research skills will be developed with individual and group projects in both theoretical and work-based modules. This has the added value of developing your communication skills in a variety of contexts.

SECTION D EMPLOYABILITY

35. How will the programme prepare me for employment?

Employability sits at the heart of this programme. In each of the three years, 50% of the course is directly employment related with modules that provide practical work-based learning.

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

- Communicate knowledge of physical education and sports coaching in situations of limited complexity in order to provide a foundation for further study in the subject;

- Select and describe theories and concepts relevant to an understanding of physical education and sports coaching;
- Identify and employ academic study skills to succeed in Higher Education study;
- Illustrate the principles of data collection, analysis and data handling;
- Identify personal learning and development goals.

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 1 plus:

- Apply knowledge of physical education and sports coaching to the solution of familiar and unfamiliar problems;
- Analyse and apply selected theories and concepts to examine the process of physical education and sports coaching;
- Plan, design and reflect upon practical activities using appropriate techniques and procedures;
- Analyse evidence in the context of research methods and data sources;
- Take and demonstrate responsibility for personal learning and continuing professional development

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

As stage 2 plus:

- Critically appraise a physical education/ sports coaching intervention;
- Synthesise and critically evaluate key theories, concepts, principles and policies developing a sustained, reasoned argument perhaps challenging previously held assumptions;
- Develop and evaluate an appropriate physical activity, health and exercise intervention to improve health and fitness using a sound evidence-base;
- Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data;

- Reflect on personal and professional competence and practice to support plans career and/or further study.

Vocational demands are met by ensuring that you cover core theory that underpin coaching and teaching BUT then have great opportunities to put this theory into practice, on campus with other colleagues, then off campus in work-based situations.

In the early stages of development the SES HoD, met the FES Ofsted and Partnership Lead, who urged that there is a market for the course and provided comment about proposed content and direction. Employers were then consulted in the planning stages and provided insightful comment and recommendations alongside unswerving agreement around the programmes aims and proposed content. In particular, staff from two education establishments (Macmillan Academy, Middlesbrough; Staindrop School) verified the relevance of the proposed curriculum and ensured that this programme will enhance the prospects of graduating students wishing to enter the teaching profession.

In addition to those consultations, students from the current BA (Hons) Sports Development and FES' BA in Combined Studies have been consulted about the programme. The outline proposal was shared with the students and their responses were positive about the programme title, aims and modules.

There is great opportunity for you to develop vocationally relevant generic skills such as problem-solving, communication and reflection, while at the same time specific coaching and teaching skills are developed. This provides skills that are transferable across the graduate employment market additionally, the programme works with the Careers and Employability Service (CES) to enhance your employment opportunities. For example, during induction week you are introduced to the CES and the CES delivers sessions about CV writing and job applications in the Level 4 *Personal and Professional Development* module (SSP150). In Level 5, in formal sessions but outwith specific module delivery the CES delivers programme specific sessions outlining potential employment opportunities. In Level 6, CES offers one or more workshop on CV writing, job applications and effective interview techniques.

The specific nature of the programme allows you to apply for coaching roles in sport, and also for teacher training posts. However, modules provide many other options for students. For example, SSP 367 *Organising and Managing Sport* provides you with the knowledge and skills required for business planning which is transferable across the fullest spectrum of graduate opportunities..

The BA (Hons) Physical Education and Sports Coaching programme includes organised work based opportunities. However, throughout the programme, you can gain relevant employment-related experience, applying the knowledge and skills from the programme within additional professional practice, as part of your personal development. You are strongly encouraged to undertake relevant employment or work-shadowing experience during vacations. You also have the opportunity to join the volunteer scheme through University Sport Sunderland to gain valuable work experience. This scheme provides students with the opportunity to accrue valuable work experience in voluntary posts across a range of activities and groups. In return, students are further rewarded with opportunities to gain coaching qualifications.

There are also opportunities for on-campus students outside your programme of study. For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

34. Particular features of the qualification

Graduates of this programme will have undertaken a minimum of 400 hours in work based or professional practice. This practice takes place in each of the three years of the programme and you will be expected to pass all elements of the final stage practical module (SSP 369). The students will experience work with 4-11 year old children, 11-16 year olds, and then 14-16 year olds as the course progresses. Completion of this programme with an award of 2:1 or better will guarantee an interview in the University for post-graduate teaching places.

35. Professional statutory or regulatory body (PSRB) accreditation. Choose one of the following.

PSRB accreditation is not relevant to this programme	X
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Requirements for progression between one Stage and another	
Placement requirements	X
Attendance requirements	X
Professional practice requirements	X
Degree classification	
Other	

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University’s standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

The Programme typical offer will be 300 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award).

Entry point	Standard requirements	entry	Entry with advanced standing	Other
Level 4 (u/g)	300 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award).			
Level 5 (u/g)	120 credits		Requisite credits in appropriate discipline with comparable syllabus.	
Level 6 (u/g)	240 credits		Requisite credits in appropriate discipline with comparable syllabus.	

Additional requirements

Additionally the following criteria must be met;

Three passes at GCSE grade C or above which must include Mathematics and English Language or a minimum of Level 2 Key Skills in Communication, Application of Number.

Applicants will be working with children and as such must complete the appropriate paperwork for the Disclosure and Barring Service (DBS).

Other acceptable qualifications

- a) An appropriate BTEC National Certificate or Diploma (NVQ Level 3).
- b) Scottish Highers: Our typical offer is for the equivalent to 260 points such as BBBC.
- c) Irish Leaving Certificate: Our typical offer is for the equivalent to 260 points such as BBCCCC.
- d) Access Course: We would require successful completion of a Quality Assurance Agency for Higher Education Access Programme and that you would have a minimum of GCSE grade C Mathematics and English Language (or have obtained the equivalent as part of your course).
- e) Such other qualifications or appropriate experience as the Programme Studies Board deems to be equivalent, e.g. other degrees or Access courses validated or approved by the University of Sunderland or kite-marked by other institutions.
- f) International applications are considered on individual merit, with qualifications being mapped onto the learning outcomes of indicative Advanced Level syllabi.
- g) Accreditation of prior learning is done on an individual level for students who wish to gain entry to level 4 or 5 of the Programme. This is monitored by the Programme Studies Board.

Where an applicant's first language is not English, and where an applicant possesses qualifications other than those indicated in (a) to (d) above, evidence is required of at least Level 6 attainment in the International English Language Testing Scheme (IELTS). However, students must be aware that to qualify and be accepted for teacher training an IELTS score of 6.5 is necessary. This may mean that some overseas students will need to

undertake additional language development classes and take another IELTS assessment during the progress of the course.

Entry from a University of Sunderland Foundation Year

Can students enter with advanced standing?	Yes	
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If yes, to which Stages?

Stage 1	
Stage 2	x
Stage 3	x
Stage 4	

Students can enter with advanced standing at Levels 5 and 6 if they have the requisite number of credits (120 and 240 respectively) in appropriate disciplines with comparable syllabus.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

Advice related to academic issues will be given by the programme leader, module leaders, and personal tutors as appropriate. Module leaders and personal tutors liaise with the programme leader, providing an information chain, and communicating the feedback for action at programme, or even university level if appropriate.

Programme Leader

The programme leader takes responsibility for informing students of the different programme routes available to ensure the appropriateness of the chosen route based on student career aspirations and interests. The programme leader will ensure students study the correct modules for their chosen programme route and provide advice on academic progression. The programme leader offers advice and support to students and takes responsibility for identifying and training year group student representatives, for organising the students at their level into laboratory groups, and for collecting feedback at staff-student forums.

Many modules are core to the programme but where there is an element of student choice at level 6 the programme leader will discuss the appropriateness of each option module for an individual student. The purpose here is not to discourage a student from choosing a particular direction of study rather to guide and encourage students to select options to ensure they get maximum benefit from their studies.

Personal Tutor

On entry to the programme, you will be allocated a personal tutor, who will continue in that role throughout the Programme to provide continuity and allow trust to develop. This tutor will be an academic staff member of the Department of Sport and Exercise Sciences. The

personal tutor is the first point of contact for students to access to discuss any difficulties with the Programme or personal issues that may be affecting their performance. The student is expected to meet with their personal tutor at least three times a year. To strengthen the personal tutor role, a key module in Level 4, the *Personal and Professional Development* module is delivered by a student's personal tutor. Moreover, the personal tutor meetings are embedded in this module.

Personal tutors have responsibility for advising and counselling you about problems arising from your understanding of the nature of the learning and assessment process; monitoring any personal problems that you encounter and advising on how other staff within the university can support you in sorting out the problems; encouraging you to see the benefits of developing self-help networks with fellow students and, advising the Programme Leader of any learning difficulties that you are having so that appropriate support can be provided by specialist staff within the university.

The personal tutor will provide the required support if they are equipped to do so. If a personal tutor does not feel equipped to provide the requisite level of support they should refer the student on to the Programme Leader and/or other University or Students' Union support services, for example, counselling.

There is an "open door" culture within the faculty of applied science, for which we numerous positive feedback from students and external examiners. Given this opportunity, you may seek the most appropriate member of staff to address any subject related problem they may have.

Advice on study skills is given early in the Programme. Students will be encouraged to liaise with the Programme team closely throughout their period of study. Remedial support for students who fail module assessments will be provided by the module leader.

Module Leader

Module leaders play a significant role in supporting students. The module leader is responsible for the provision of information regarding teaching, learning, assessment and feedback for individual modules. Module leaders are required to provide students with a detailed module guide, which outlines the aims of the module, the learning outcomes, assessment requirements, learning resources and the proposed teaching and learning strategies. Module leaders are also required to explicitly outline the specific modes of assessment and assessment criteria. Advice on answering questions and undertaking individual assignments will be provided in the module guides. However, students will have access to module staff for further advice as, and when, necessary. Remedial support for students who fail module assessments will be provided by the module leader.

In the first instance, where there is a specific module related academic issue or query, students are advised to discuss issues with the module tutor (for team delivered modules) and/or the module leader. Issues which cannot be resolved at modular level will be referred to the Programme Leader. Much of the module related support required will be provided during formal contact time but the opportunity for students to schedule individual meetings with module leaders/tutors is made available.

Advice on study skills are given early in the programme. Students will be encouraged to liaise with the programme team closely throughout their period of study.

Careers and guidance

Support is offered in a number of ways. In first year, you will meet your personal tutor weekly in SSP150 with much of the work being careers and professional development orientated. In Year 2, you meet approximately 8 times per year for sessions that revolve entirely around careers issues. This has support from other areas of the University (eg Careers and Guidance). In third year, you meet your tutor on two specific occasions to consider career opportunities – once on commencement of the year and the other at the beginning of Semester 2.

a. *in the university as a whole:*

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

On campus	X	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	X
IT	X
Library	X
VLE	X
Laboratory	X
Studio	X
Performance space	X
Other specialist (Sports facilities)	X
Technical resources	X

Staff Resources

Department of Sport and Exercise Sciences				
	Name	Title	FTE	Grade
Head of Department	West, Amanda	Dr	1.0	HoD/AD
Department Management Team	Sheldon, Bill	Mr	0.4	PL
	Whyte, Ian	Dr	1.0	PL
Academic Staff Sport and Exercise Sciences	Anderson, Steven	Dr	1.0	L
	Archer, David	Dr	1.0	SL
	Board, Lisa	Mrs	1.0	SL
	Bradley, Eddie	Dr	1.0	
	Cook, Graham	Dr	1.0	SL
	Coulson, Morc	Mr	1.0	SL
	Davis, Paul	Dr	1.0	SL
	Donohue, Claire	Ms	1.0	L/SL
	Fayez, Saeed	Dr	1.0	SL
	Hogg, Bob	Dr	1.0	SL
	Innerd, Paul	Dr	1.0	L
	Leyland, Sandra	Dr	1.0	SL
	O'Leary, John	Mr	1.0	SL
	Roberts, Jenny	Mrs	0.3	SL
Soos, Istvan	Dr	1.0	Reader	
Technical Staff	Dixon, Stuart	Mr	1.0	

The table above lists current members of staff in the Department of Sport and Exercise Sciences with the fraction of their FTE (based on workload data) that contributes to the delivery of the postgraduate and undergraduate programmes. The Department not only utilises internal expertise but engages local expert practitioners to deliver various parts of the programme when necessary.

10.2 Learning Environment - Facilities

The Sciences Complex has recently been the subject of a £7.5 million refurbishment programme, which formed Phase 1 of the Project. Phase 2 is being completed now at a cost of £5 million and has involved the refurbishment of the remaining floors of the Fleming Building and the upper floors of the Pasteur Building. The teaching environment has changed significantly with more open space, light, break out provision for students to work in as well as investment in high quality AV equipment. The Department of Sport and Exercise

Sciences laboratories have been refurbished to a high standard and include modern facilities and state-of-the-art equipment. The equipment is not only the province of research; students have direct access to use all facilities and equipment within the new programme.

The facilities include:

- State of the art laboratories with capacity for up to 50 students
 - Biomechanics laboratory
 - Two physiology laboratories
 - Fitness suite offering a range of cardiovascular and resistance and free weight equipment
 - Psychology laboratory
 - Sport Medicine laboratory
 - Clinical skills laboratory
- **Cityspace** with state of the art 70 station fitness suite, large multipurpose hall, climbing wall and dance studios with sprung floors
- Custom designed PBL suite
- Human Performance and physiology suite
- Seminar suites with full AV equipment
- Computer laboratories with capacity for up to 90 students
- Open access computer facilities
- Break out space with AV support facilities for group work
- Staff hubs with break out learning spaces and teaching walls

In addition the Department of Sport and Exercise Sciences has strong links with:

- Sunderland Aquatic Centre
- Silksworth Sport Complex and Dry-Ski Slope
- Adventure Sunderland (Outdoor activities)
- Sunderland Tennis Centre and Wellness Centre

10.3.3 Psychology Laboratory

- Biofeedback under relaxation techniques (autogenic training and progressive muscle relaxation) as well as in a competitive situation (squash match) using the Zephyr Bioharness device.
- Data lab data acquisition workstation for EEG, EMG, GSR, Reaction times.

Facilities are outstanding and will continue to develop as we move into Phase 3 of the refurbishment. What we have at present is more than sufficient to give our students a first class experience. The development of the Sciences Complex has been carried out on the background of significant investment in the University as a whole. The new facilities sit proudly within the City Campus which has recently seen the completion of a refurbishment of the Edinburgh Building, the building of Gateway, our new student interface, and the award winning CitySpace which is our sporting and social space. The new facilities give the University a 21st century estate which will enhance the experience of staff and students.

Library

University Library Services support both staff and students through the provision of a high quality learning environment and information skills sessions.

All students have the full use of the University's three libraries. The libraries are open extended hours and are staffed for 59 hours a week, including weekends and evenings. The Murray library is open 24x7 and St Peter's library until midnight during term time.

The principal stock and services for Physical Education and Sport are housed at The Murray Library. The Murray Library offers comprehensive print collections, extensive E-resources, over 800 study places, 200+ PCs and information skills training facilities and study skills support.

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	X
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice which can be shared and problems which need to be addressed. We

rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

As has been mentioned previously, extensive use is made of the University's VLE to communicate with students. However, the bulk of staff contact with students is on a face-to-face basis. While staff have other duties to perform, they are always available for discussions or consultation. In general, it is fair to say that the Department operates an open-door system, with students being able to access staff in their rooms as required. However, at times, a simple appointment system is utilised.

Near the end of teaching, students are asked to complete both module questionnaires for all modules, and programme questionnaires. The content of those questionnaires is presented at the various Studies Boards for consideration.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
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The subject benchmark(s) for this programme is/are:

Table 3: QAA Subject Benchmarks for Sport Sciences – includes non QT PE related courses

		SSP 150	SSP 160	SSP 153	SSP 161	SSP 155	SSP 162	SSP 250	SSP 271	SSP 272	SSP 267	SSP 268	SSP 269	SSP 370	SSP 371	SSP 372	SSP 367	SSP 368	SSP 369
QAA Benchmarks																			
6.17 The study of human responses to sport and exercise, including:	making effective use of knowledge and understanding of the disciplines underpinning human structure and function				√	√				√			√			√			√
	appraising and evaluating the effects of sport and exercise intervention on the participant				√	√			√	√			√		√	√			√
	showing evidence of the skills required to monitor and evaluate human responses to sport and/or exercise				√	√				√					√	√			
	providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.		√		√	√				√	√			√					
6.18 The study of the performance of	monitoring, analysing,				√	√	√			√			√		√	√			√

sport and its enhancement, monitoring and analysis, including:	diagnosing and prescribing action to enhance the learning and performance of the component elements of sport																		
	showing evidence of the skills required to monitor and evaluate sports performance in laboratories and/or field settings				√	√	√			√			√		√	√			√
	displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance				√	√	√		√	√			√		√	√			√
6.19 The study of health-related and disease management aspects of exercise and physical activity, including:	displaying an awareness of current government policy on disease prevention and the relevance of exercise		√			√					√	√				√	√		
	showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions					√							√						√
6.20 The study of the historical, social, political,	displaying a critical insight into the		√						√		√	√				√	√		

economic and cultural diffusion, distribution and impact of sport, including:	organisations and structures responsible for sport, and the political ramifications arising from these																		
	employing social, economic and political theory to explain the development and differentiation of sport throughout society		√								√						√	√	
	demonstrating the application of the social and cultural meanings attached to sport and their impact on participation and regulation		√		√				√		√	√					√		
6.21 The study of the policy, planning, management and delivery of sporting opportunities, including:	understanding and applying the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events								√								√		
	employing strategic planning and development planning skills in analysing, understanding and addressing the																√		

	development needs and intentions of sport organisations and communities																		
	demonstrating a critical appreciation of sport development and facilitation principles in at least one vocational context		√						√								√		
6.22 displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription, population differences and the role of education, health and sports bodies in improving the health of the nation.					√	√	√		√					√	√	√	√		

		SSP 150	SSP 160	SSP 153	SSP 161	SSP 155	SSP 162	SSP 250	SSP 271	SSP 272	SSP 267	SSP 268	SSP 269	SSP 370	SSP 371	SSP 372	SSP 367	SSP 368	SSP 369
Knowledge, Understanding and Skills																			
5.2 Graduates of programmes in the HLST subject grouping will have developed a range of skills and	research and assess paradigms, theories, principles, concepts and factual	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√

aptitudes, including being able to:	information, and apply such skills in explaining and solving problems																		
	critically assess and evaluate evidence in the context of research methodologies and data sources						√						√						
	critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted	√	√				√						√				√		
	describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context					√			√				√	√	√	√			
	plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data		√				√		√		√	√	√	√	√		√	√	√
	apply knowledge to the solution of familiar and unfamiliar problems		√		√	√	√		√	√		√	√	√	√	√	√	√	√

develop a sustained reasoned argument, perhaps challenging previously held assumptions	√	√		√	√			√		√	√	√	√	√	√	√	√	√
demonstrate effective communication and presentation skills	√	√		√	√	√		√		√	√	√	√	√	√	√	√	√
work effectively independently and with others	√	√		√	√	√		√	√	√	√	√	√	√	√	√	√	√
take and demonstrate responsibility for their own learning and continuing personal and professional development	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√		√
self-appraise and reflect on practice				√	√	√			√			√		√	√			√
plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills		√		√	√	√			√		√	√		√	√			√
recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant				√	√	√			√		√	√		√	√	√		√

	legislation and professional codes of conduct																		
	undertake fieldwork with continuous regard for safety and risk assessment				√		√			√		√	√		√	√	√		√
5.3 Where a programme title contains the word 'management' then it should, among other things, enable students to:	demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice	√					√			√		√					√		√
	evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources						√										√		
5.4 Where a programme title contains the word 'science' then it should, among other things, enable students to:	demonstrate an understanding of the philosophical basis of scientific paradigms							√						√					
	demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies	√						√						√					

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete the [SITS form](#).