



**PROGRAMME SPECIFICATION**

**1. General information**

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	n/a
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Hons)</b>
<b>Title of programme(s)</b>	<b>Marketing &amp; Sport</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	<b>CertHE, DipHE, BA</b>
<b>Duration and mode(s) of study</b>	<b>3 years full-time; 6 years part-time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2015</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>2016/17</b>
<b>UCAS course code &amp; code name</b>	<b>679M spomark</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

**2. Aims of the programme**

<b>Rationale and general aims</b>
<p>The Marketing &amp; Sport BA Single Honours programme will provide you with the essential knowledge and understanding, skills and experience required to operate effectively and successfully in an entry level marketing function in sport and leisure sectors, with appropriate development of functional specialism.</p> <p><b>General aims:</b></p> <ol style="list-style-type: none"> <li>1. To develop a sound understanding of the development, strategy and economics of sport and leisure sector organisations and the associated marketing functions.</li> <li>2. To develop a sound understanding of the impact and influence of the external environment and internal requirements on the marketing operations of sport and leisure sector organisations.</li> <li>3. To engage with the theoretical approaches used in the study of the marketing of sport and leisure sector organisations.</li> <li>4. To develop intellectual skills of critical analysis, evaluation, synthesis, hypothesis formulation and testing and problem-solving.</li> <li>5. To develop confidence and competence in oral and written communication, utilising the appropriate register and the effective application of ICT.</li> <li>6. To develop study skills and enthusiasm for learning, including the ability to work effectively both independently and as part of a team.</li> </ol>

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- employability skills (E)

On successful completion of the programme, students will have developed the ability to:

#### Knowledge and understanding

- K1 demonstrate knowledge and understanding of the **external environment** (including sport and leisure sector), including legal and ethical frameworks, and how this affects the marketing function, as well as the development and operation of economies and markets for resources, goods and services;
- K2 demonstrate knowledge and understanding of the nature, purposes, structures, governance and activities of **organisations** in sport and leisure, including individual behaviour, team management and organisations' cultures;
- K3 demonstrate knowledge and understanding of **key functional specialisms** of marketing and their application in sports and leisure context;
- K4 demonstrate knowledge and understanding of the importance of **customer needs**, services and relations, as well as the needs of organisations via theoretical and empirical evidence concerning the effects of marketing in sport and leisure contexts;
- K5 demonstrate knowledge and understanding of the formulation of marketing **strategies** within a changing environment and stakeholder interests.

#### Intellectual/cognitive skills

- I1 collect, order, analyse and evaluate **quantitative and qualitative information** and data;
- I2 use **critical thinking**, analysis and synthesis to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;
- I3 make **informed choices** in areas of financial analysis, ethical behaviour, social responsibility and equal opportunities practice, as they apply to business and people management;
- I4 demonstrate effective **cognitive**, problem-solving and **decision-making** abilities using appropriate quantitative and qualitative skills.

#### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

## External benchmarks

### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

The aims, objectives and learning outcomes of the programme (sport related/management-based) are consistent with the QAA Hospitality, Leisure, Sport and Tourism Benchmark Statement (2008). This programme is focused on 2 major areas: i) historical, social, political, economic and cultural diffusion, distribution and impact of sport; and ii) policy, planning, management/marketing and delivery of sporting opportunities (in line with paragraph 3.25 of the Benchmark Statement).

## 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range of disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.</p>

## 5. Content

## Summary of content by theme

(providing a 'vertical' view through the programme)

The programme focuses on the marketing function, the understanding of economics and management and operations in sport and leisure organisations, as well as the external context, including legal and ethical issues.

Core marketing modules also provide knowledge relating to Marketing Foundations (Level 4), which is underpinned by broader management disciplines of Business Economics and Management and Organisation Behaviour; Marketing Communications and Services Marketing (Level 5); Marketing Strategy and e-marketing (at Level 6).

Core sport-related modules provide sector specific content: *Sport in the UK* and *Youth Sport Development* (Level 4); *Global Sport* and *Event Management* (Level 5); and a range of options, available at Level 6, allows you to tailor the programme to your needs/interests and to choose 2 from: Sport and Society, Community Sports Development, Leisure Management and International Marketing modules.

Professional Development and Placement modules (at Levels 4 and 5) enable you to apply theoretical knowledge in practice, reflect on your professional development plans and boost your employability skills, which culminate in a 40-credit work-based research project at Level 6.

## 6. Structure

### BA (Hons) Marketing & Sport (Single Honours)

**Duration:** 3 years full-time/6 years part-time

**Total credit rating:** 360 (180 ECTS)

#### Level 4

Core: Candidates are required to take:

SHN 4332	Youth Sport Development	Sem 1	20 credits
BMM 4412	Management and Organisational Behaviour	Sem 1	20 credits
BMM 4992	Critical Thinking Skills	Sem 1	20 credits
BMM 4422	Marketing Fundamentals	Sem 2	20 credits
BMM 4452	Professional Development and Placement 1	Sem 2	20 credits
SHN 4462	Sport in the UK	Sem 2	20 credits

#### Level 5

Core: Candidates are required to take:

SHL 5362	Global Sport	Sem 1	20 credits
SHN 5242	Event Management	Sem 1 (tbc)	20 credits
BMM 5582	Business Research	Sem 2	20 credits
BMM 5562	Marketing Communications	Sem 2	20 credits
BMM 5292	Services Marketing	Sem 2	20 credits
BMM 5402	Professional Development and Placement 2	Sem 1 & 2	20 credits

#### Level 6

Core: Candidates are required to take:

BMM 6582	e-Business and e-Marketing	Sem 1	20 credits
BMM 6242	Marketing Strategy and Planning	Sem 1	20 credits
BMM 6324	Work-based Research Project	Sem 1 & 2	40 credits

Plus 2 of the following Options:

SHN 6262	Sport and Society	Sem 2	20 credits
SHN 6282	Community Sports Development	Sem 2	20 credits
SHN 6322	Leisure Management	Sem 2	20 credits
BMM 6502	International Marketing	Sem 2	20 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

Learning, teaching and assessment are in line with key institutional learning, teaching and assessment strategic goals:

- A. Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students both to shape and be responsible for their learning.

Learning will be supported by the structured delivery of subject material in, mainly, 3-hour teaching sessions, which combine lectures and workshops, where learning can be consolidated through group activity and class-based exercises. In particular, at Level 4 the emphasis on transferable skills acquisition will enable autonomous learning to develop early in the programme. This mode of learning will become increasingly important as students progress from Level 4 to Level 6. All students will engage with a work-based research project at Level 6. It is envisaged that students may develop effective contacts to facilitate this through their Level 4 and 5 work placements. At Level 5, experiential and active learning are important elements in the development of vocational knowledge and understanding. To meet this requirement, applied exercises, case studies, role-play, practical workshops, management games, business simulation, group work and project work form part of the teaching strategy of the programme.

- B. Provide and support relevant technologies and learning spaces that give opportunities for flexible approaches to provision, enabling students to exercise choice in relation to where, when and how they manage their learning.

A range of modules (e.g. *Marketing Fundamentals*, *Marketing Communications*, *Services Marketing*, *Marketing Strategy and Planning*) contain advanced online learning resources, including computer-based quizzes and test, marketing scenario/strategic games and other multimedia online resources, assisting students in their learning and preparation for assignments.

- C. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals.

The programme focuses on essential marketing and sport-related knowledge acquisition at Level 4, more detailed and specific subject and external context knowledge acquisition and application at Level 5 and advanced and specialised knowledge, which can be individualised through a selection of relevant options and independent study (projects), at Level 6.

- D. Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills.

Students will be gaining appropriate experience in an actual work situation to allow the application of knowledge - the practice and development of skills are essential for the business and management programme. Two periods of structured professional work placement are integrated into the programme at Levels 4 and 5 for this purpose and can be followed up with a work-based research project at Level 6. Throughout the programme, all students will receive learning support and guidance from an individually assigned Progress Tutor, including assistance in the completion of a personal development plan and career plan.

- E. Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world.

A wide range of assessment modes is used to allow students to demonstrate their level of knowledge, understanding and skills proficiency. Taught modules are usually assessed by two elements and include: on-line quizzes; individual presentations; personal development plans;

essays; case studies; reports and group projects. As students progress from Level 4 to Level 6, assessments will require the demonstration of appropriate levels of subject knowledge and understanding, subject specific skills, intellectual skills and the effective use of transferable skills. In particular, assessment will focus on the appropriate development of higher level intellectual skills, including critical thinking, analysis, evaluation, synthesis, and hypothesis formulation within the context of specific subject material.

F. Ensure that ethical practice, social responsibility and sustainability are central to what we do.

These cross-cutting themes are integrated in most of the modules offered within the programme and tested through a range of assignments (business research, research projects in particular, which also incorporate formal ethical approval of students' research proposals).

## 7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form Each must be easily classifiable into one of the three KIS categories.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
<b>Level 4</b>							
BMM 4412 Management and Organisational Behaviour	Lectures/ workshops and tutorials	Portfolio: 4 elements	4,000 words	100%	Weeks 3, 6, 9, 12, Semester 1	<b>Emma Roberts</b>	
BMM 4992 Critical Thinking Skills	Lectures/debates and seminars/ tutorials	Online plagiarism test and essay	1,500 words	50%	Week 6, Semester 1	<b>Ann Marie Mealey</b>	
		Negotiated assessment	2,000 words or 10-minute presentation equivalent	50%	Week 12, Semester 1		
SHN 4462 Sport in the UK	Lectures and workshops	Report	2,000 words	50%	Week 10, Semester 2	<b>Paul Salisbury</b>	
		Examination (Multiple Choice)	1.5 hours	50%	Week 13, Semester 2		
SHN 4332 Youth Sport Development	Lectures and seminars/group-work	Coursework	2,000 words	50%	End of Semester 1	<b>Joanna McDonald</b>	
		Oral presentation	10 minutes	50%	Mid-Semester 1		
BMM 4452 PDP 1	Lectures/workshops, individual tutorials and placement	Portfolio	1,000 words	40%	End of Semester 2	<b>Emma Roberts</b> Hurol Ozcan	Placement in the host organisation
		Placement	6 weeks	Pass/Fail	May-June		
		Report	2,500 words	60%	After placement		



Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form Each must be easily classifiable into one of the three KIS categories.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
BMM 4422 Marketing Fundamentals	Lectures, tutorials/ case study work and break-out sessions	7 online quizzes  Coursework report	30 minutes each  2,000 words	7 x 5%  65%	Weeks 4-10, Semester 2 End of Semester 2	<b>Nick Beaton</b>	
<b>Level 5</b>							
BMM 5292 Services Marketing	Lectures, tutorials/ case study work and break-out sessions	6 online quizzes  Case study report	30 minutes each  2,500 words	6 x 5%  70%	Weeks 5-10, Semester 2 End of Semester 2	<b>Nick Beaton</b>	
BMM 5402 PDP 2	Lectures/workshops, individual tutorials and placement	Portfolio  Placement  Report	1,500 words  6 weeks  3,500 words	30%  Pass/Fail  70%	End of Semester 1 Jan-Feb  After placement	<b>Hurol Ozcan</b> Emma Roberts	Placement in the host organisation
SHL 5362 Global Sport	Lectures/workshops	Essay	4,000 words	100%	Week 11, Semester 1	<b>Paul Salisbury</b>	
SHN 5242 Event Management	Lectures, workshops, practicals, tutorials and event delivery	Group oral presentation  Written report	1 hour (10 minutes each)  2,000 words	50%  50%	Mid-Semester 1  End of Semester 1 <i>timing of module tbc</i>	<b>Catherine Rowlands</b>	Event delivery
BMM 5582 Business Research	Lectures/workshops, individual and group tutorials	Research portfolio  Poster presentation	3,000 words  A3	80%  20%	End of Semester 2 End of Semester 2	<b>Emma Roberts</b> BMM team	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form Each must be easily classifiable into one of the three KIS categories.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
BMM 5562 Marketing Communications	Lectures, tutorials and workshops/practical sessions	Group presentation  Individual report	40 minutes  2,000 words	40%  60%	2nd half of Semester 2 End of Semester 2	<b>Mark Sebright</b>	
<b>Level 6</b>							
BMM 6242 Marketing Strategy and Planning	Lectures, tutorials/case study work and break-out sessions	4 online scenario based activities Individual presentation  Marketing plan	30 minutes each  15 minutes  3,000 words	4 x 5%  10%  70%	Weeks 3, 5, 7, 9, Semester 1 Week 7, Semester 1  End of Semester 1	<b>Nick Beaton</b>	
BMM 6582 e-Business and e-Marketing	Lectures, tutorials/case study work and break-out sessions	Interim report  Case study report	1,000 words  3,000 words	25%  75%	Week 7, Semester 1 End of Semester 1	<b>Nick Beaton</b> Mostafa Mohamad	
BMM 6324 Work-based Research Project	Individual and group tutorials and online/telephone support	Project brief  Final project report and reflections Oral presentation	1,500 words  5,000 words  15 minutes (1,500-word equivalent)	30%  50%  20%	First half of Semester 1 End of Semester 2 End of Semester 2	<b>Mostafa Mohamad</b>	Placement occurs in the host organisation
SHN 6282 Community Sports Development	Lectures, workshops, practicals and tutorials	Report  Group meeting contribution	2,000 words  10 minutes	50%  50%	End of Semester 2 Mid –Semester 2	<b>Catherine Rowlands</b>	
SHN 6322 Leisure Management	Lectures, seminars and tutorials	Essay	4,000 words	100%	Week 20, Semester 2	<b>Ian Kenvyn</b>	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form Each must be easily classifiable into one of the three KIS categories.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SHN 6262 Sport and Society	Workshops	Essay	4,000 words	100%	Week 20, Semester 2	<b>Paul Salisbury</b>	
BMM 6502 International Marketing	Lectures, tutorials/ case study work and workshops	4 online scenario-based activities Individual presentation Marketing plan	30 minutes each  15 minutes  3,000 words	4 x 5%  10%  70%	Weeks 3, 5, 7, 9, Semester 2 Week 7, Semester 2 End of Semester 2	<b>Mark Sebright</b>	

7c Programme learning outcomes covered

	Assessed learning outcomes of the programme									Skills development									
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	External environment	Organisations	Key functional specialisms	Customer orientation	Strategy	Quantitative and qualitative info	Critical thinking	Informed choices	Cognitive decision making		Self-management	Teamworking	Business & sector awareness	Problem solving	Communication	Application of Numeracy	Application of IT	Entrepreneurship	Social, cultural & civic awareness
<b>Level 4</b>																			
BMM 4412 Management and Organisational Behaviour																			
BMM 4422 Marketing Fundamentals																			
SHN 4462 Sport in the UK																			
SHN 4332 Youth Sport Development																			
BMM 4992 Critical Thinking Skills																			
<b>BMM 4452 PDP 1</b>																			
<b>Level 5</b>																			
<b>BMM 5402 PDP 2</b>																			
SHL 5362 Global Sport																			
SHN 5242 Event Management																			
BMM 5582 Business Research																			
BMM 5562 Marketing Communications																			

	Assessed learning outcomes of the programme									Skills development									
	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8	E9	
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																			
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	External environment	Organisations	Key functional specialisms	Customer orientation	Strategy	Quantitative and qualitative info	Critical thinking	Informed choices	Cognitive decision making		Self-management	Teamworking	Business & sector awareness	Problem solving	Communication	Application of Numeracy	Application of IT	Entrepreneurship	Social, cultural & civic awareness
BMM 5292 Services Marketing																			
<b>Level 6</b>																			
BMM 6242 Marketing Strategy and Planning																			
BMM 6582 e-Business and e-Marketing																			
BMM 6324 Work-based Research Project																			
SHN 6262 Sport and Society																			
BMM 6502 International Marketing																			
SHN 6282 Community Sports Development																			
SHN 6322 Leisure Management																			

## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' Levels (or equivalent at level 3) and one should be GCSE English Language at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

International applicants are expected to have a score of 6.5 IELTS for entry on to the programme.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

A minimum of 120 credits is needed to progress from Level 4 to Level 5. A minimum of 120 credits from Level 4 and 120 credits from Level 5 are needed to progress from Level 5 to Level 6.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

The Professional Development and Placement modules at Levels 4 and 5 are mandatory modules which must be passed before progression.

To maximise flexibility and choice within the programme there are no further prerequisites.

## 11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

External examining for this programme will be built into the module and programme allocations of the current Sport, Health and Nutrition and BMM external examiners.

## **12. Additional information**

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Two six-week periods of professional work placement are undertaken, one each at Level 4 and Level 5.

## **13. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made, via the normal Leeds Trinity support network, to accommodate students with additional support needs wherever possible.