

Approved on

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Sport, Physical Education and Health [Top-up]
Subsidiary award(s) <i>(if any)</i>	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	2 years part-time
Start date <i>(this version) (month and year)</i>	Sept. 2014
Periodic review next due <i>(acad. year)</i>	
UCAS course code & code name	
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The BA (Hons) Sport, Physical Education and Health [Top-up] programme is designed to provide an academic and professional programme for the development of practitioners delivering Physical Education (PE) and school sport to children and young people. Graduates will be able to make a positive contribution to the learning of children and young people, due to their ability to apply theoretical knowledge to the practical environment of school or other relevant environments. They will have knowledge and understanding of relevant theories and practice will be developed with a focus on learning in physical education and sport, as well as health promotion.</p> <p>The level 6 top-up will encourage progression from the Leeds Trinity Foundation degree Supporting Learning (Sport, PE and Health) and enhance the knowledge of those individuals involved in PE and school sport.</p> <p>The aims are:</p> <ul style="list-style-type: none"> – To engage in a contextualised programme of study relating to the delivery of PE, sport and health promotion to children and young people.

- To equip students with the knowledge and skills to support effective learning in PE, physical activity or sport.
- To provide specialist knowledge in PE and sport, linking to key public health issues and policies.
- To develop understanding of theories and practices relevant to professional roles and engage in reflective practice.

The level 6 top up is ideally suited to students who have studied the Leeds Trinity University College Foundation degree Supporting Learning (Sport, PE and Health). It will be tailored to work alongside SHN undergraduate provision and the timetabling of modules will enable students to work four days per week and attend lectures one day per week. The timetabling implications of this means that there will be no option modules, however the modules delivered on the top up programme have been selected to match expected career routes. Where students have studied to level 5 at other institutions, they must have a background in the relevant areas of PE, Sport and Health.

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)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

K1. Demonstrate knowledge and understanding of the key issues relating to leadership in PE.

K 2. Demonstrate knowledge and understanding of the key pedagogical, sociological and health issues in sport and PE.

K 3. Evaluate policies and practices within the context of PE, sport and health.

K 4. Develop and apply knowledge, understanding and problem solving skills within a professional context.

K 5. Apply knowledge and understanding of research methods and processes to the context of sport, PE and health.

I 1. Research, describe and analyse information.

I 2. Critically assess and evaluate evidence.

I 3. Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities as they apply to the practice of Physical Education and Sport and health as areas of academic enquiry.

I 4. Develop reasoned arguments and challenge assumptions.

P 1. Utilise subject specific skills such as planning, observing, evaluating, organising, supporting teaching, risk assessment and client profiling, in the delivery of progressive learning.

P 2. Design, conduct and evaluate small scale research in Physical Education, Sport and health contexts.

E 1. Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.

E 2. Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.

E 3. Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.

E 4. Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.

E 5. Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

E 6. Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

E 7. Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.

E 8. World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.
See also the generic objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB requirements)

The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Sport and Physical Education degree involves areas typically classified under programmes concerned with sport, particularly in addressing 'policy, planning, management and delivery of sporting opportunities'.

4. Learning outcomes for subsidiary award(s)

Not applicable to this Programme

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The top up programme provides knowledge, skills and practical experiences to enhance understanding of learning in PE and through sport and health related activities. Issues and Leadership in PE evaluates the practical and theoretical aspects of ensuring effective curriculum leadership and progressive learning in PE. This builds on the PE modules studied in level 4 of the Foundation degree Supporting Learning (Sport, PE and Health).

Sociological and cultural factors influencing young peoples' participation in physical activity are studied and evaluated in Sport and Society and Youth Sport and Health. The Youth Sport and Health

module also focuses on critical evaluation of the relationship between health promotion and physical activity in schools and the wider community.

Community Sports development develops understanding of promoting sports participation in the wider community and enhances understanding of the role schools have within the community. This module builds on the level 5 foundation degree module Organising and Managing Sport and Physical Activity.

The Professional Learning Through Work module and dissertation enable students to personalise their learning to their interests and role in the workplace. The dissertation builds on the level 5 modules studied on the foundation degree relating to the need for reflective practice and research informed practitioners.

6. Structure

BA (Hons) Sport , Physical Education and Health [Top-up] (SPPEHSH)

Duration: 2 years part-time
Total credit rating: 120
Award Aim: BA (HONS) – 120 credits
Subsidiary awards: no subsidiary awards

Level 6

Year 2 – continuing students with entry prior to 14/15

SHN6602	Research Project	Sem 1&2	20 credits
SHL6352	Community Sport Development/Special Populations	Sem 1&2	20 credits
SHL6432	Youth Sport and Health	Sem 1&2	20 credits

Level 6 – from 2014 entry

Please refer to the Prospectus for Entry requirements

Core: Candidates are required to take:

Year 1 - 2014/15

SHL6432	Youth Sport and Health	Sem 1&2	20 credits
SHL6352	Community Sports Development/Special Populations	Sem 1&2	20 credits
SHN6902	Professional Learning through Work	Sem 1&2	20 credits

Year 2 – 2015/16

SHN6164	Dissertation	Sem 1&2	40 credits
SHN6272	Issues and Leadership in PE	Sem 1	20 credits

Level 6 – from September 2015 entry

Please refer to the Prospectus for Entry requirements

Core: Candidates are required to take:

Year 1 – 2015/16

SHN6164	Dissertation	Sem 1&2	40 credits
SHN6272	Issues and Leadership in PE	Sem 1	20 credits

Year 2 – 2016/17

SHN6232	Youth Sport and Health	Sem 1	20 credits
SHN6282	Community Sports Development	Sem 2	20 credits

SHN6192	Professional Learning through Work	Sem 1&2	20 credits
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Award requirements: students are expected to pass 60 credits in year 1 to progress to Year 2. Overall they will require 120 credits to gain the award.

7. Learning, teaching and assessment

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

Reference should be made to the College LTA Strategy.

Students entering this top-up programme will need to have successfully completed a relevant foundation degree in Sport, PE and Health. It is envisaged students will be in paid or voluntary work in a relevant context and will study the top up one day per week over the two years. Work-based modules, Professional Learning through Work and the Dissertation comprise half of the programme, balancing the taught element with the work-based application and allowing students to investigate aspects of the course to suit their roles and personalise their learning to develop reflective practitioner skills and apply theory to practice.

Students will be expected to have relevant skills and understanding for Level 6 study based on their foundation degree profile. They will be supported in their introduction to new concepts and higher order skills such as synthesis and critical evaluation but will also need to have the ability to manage their own studies and the motivation to research and study independently, gathering and analysing data appropriately.

Students will be introduced to the key issues related to ethical practice in relation to working with children and young people.

For the taught modules learning will be developed through lectures, seminars and tutorials to test their knowledge, understanding, subject specialist, intellectual and employability skills. These lead to reflection and theorising through discussion and written work.

Assessment modes are varied but the balance of assessment favours coursework. Knowledge and understanding is assessed through essays, examinations, coursework files, oral presentations and project work. Level 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed throughout.

7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SHL6272 Issues and Leadership in PE	Lectures Workshops Practical	Self-evaluation, Case Study evaluation	1500 2500	40% 60%	Mid Semester 1 End Semester 1	S. Rushton	
SHL6262 Sport in Society	Lectures Workshop	Essay	4000 words	100%	End Semester 2	P. Salisbury	
SHL6192 Professional Learning through work	Lecture Seminar Tutorial	Project proposal, negotiation and contracting Final Project Report and Reflections Oral Presentation of Project Development, Completion and Outcomes	1,000 words equivalent 4,000 words 15 minutes	Pass/Fail 75% 25%	Mid Semester 1 End Semester 2 End Semester 2	I. Kenvyn	
SHL6232 Youth Sport and Health	Lectures Seminars	Coursework Project Report	2,000 words 2,000 words	50% 50%	End Semester 1 End Semester 1	P. McDonald N. Quinlan	
SHL6282 Community Sports Development	Lectures Workshop Tutorial Practical	Report Contribution to group meeting	2000 words 10 mins	50% 50%	End Semester 2 Mid Sem 2	C. Rowlands	

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development							
	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	Leadership in PE	Pedagogy, sociological and health issues	Policies and practices	Application of knowledge to professional context	Application of knowledge to the context	Analyse information	Critical assessment	Ethical, social, environmental issues	Challehge assumptions	Subject specific skills	Small scal research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer
SHL6272 Issues and Leadership in PE																			
SHL6262 Sport in Society																			
SHL6192 Professional Learning through Work																			
SHL6282 Community Sports Development																			
SHL6232 Youth Sport and Heath																			
SHN 6164 Dissertation																			

8. Entry requirements

A strong rationale must be provided for any deviation from the following norms:

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:
Foundation Degree or equivalent in a related area.

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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Other non-certificated requirements...

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 the College's Assessment of Prior Learning (APL) procedures.

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 deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.

As this is a top-up programme, students are expected to pass all three modules in Year 1 (60 credits) to progress to Year 2. Overall they will require 120 credits to gain the award.

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.

Students must pass all modules in Year 1 to progress to Year 2.

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)

External examining will be via the SHN existing arrangements for undergraduate provision.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Disabled students are welcome and are likely to be able to participate fully in the course and access to and use of the Food & Nutrition laboratory (room SB21) for wheelchair users is possible. Arrangements will be made to accommodate students with additional support needs wherever possible.

SHN follow the existing Leeds Trinity University College arrangements for those with disabilities and learning support needs. SHN will consider all applications requiring support on an individual basis.

13. Additional support needs

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

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

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