



Approved on .....

## 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>Primary Physical Education and Sports Development</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	<b>3 years full time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2016</b>
<b>Periodic review next due</b> <i>(acad. Year)</i>	
<b>UCAS course code &amp; code name</b>	<b>CX61</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
<p>The programme aims to ensure the necessary skills, understanding and experience of issues relating to both community sports development roles and primary physical education are developed. High quality professional preparation in the field of sports development and primary physical education aims to enable students to work directly with young people in community sport, extended school services, sports clubs and organisations, or pursue further training for a career in primary teaching. The student-centred learning experience builds on effective, established partnerships to strengthen the focus on student attainment and graduate employability.</p> <ol style="list-style-type: none"> <li>1. Develop knowledge, understanding and skills in Primary Physical Education to prepare for further training for a career in Teaching.</li> <li>2. Develop knowledge and understanding of children's development and a critical awareness of the role that physical activity plays in their lives inside school and within the community.</li> <li>3. Develop knowledge and skills which enable graduates to contribute to current sport and physical activity initiatives in line with policy and guidelines in both Physical Education and Sports Development.</li> <li>4. Develop professional knowledge and expertise as reflective practitioners through experience in schools and community settings.</li> <li>5. Develop knowledge and understanding in policy, strategy and planning in Sports Development.</li> </ol>

6. Develop knowledge and expertise in the psychosocial aspects of sport.
7. Develop the necessary knowledge, skills and experience to be able to work directly in the field of Sports Development.

To enable students to pursue further training for a career in teaching at primary level.

### 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.

On successful completion of the Primary Physical Education and Sports Development programme students will be able to:

- K1 Demonstrate knowledge and understanding of the key issues in Physical Education and their relationship with Sports Development
- K2 Demonstrate knowledge and understanding of the historical, social, political economic and cultural context of Sports Development.
- K3 Demonstrate knowledge and understanding of the Sports Development processes from planning to implementation and evaluation.
- K4 Demonstrate knowledge and understanding of the performance of physical activity, its enhancement, monitoring and analysis.
- K5 Identify the relationship between physical activity and health and apply theoretical understanding to sport and health promoting activities.
- K6 Apply theory to the effective delivery of physical activity and Primary Physical Education and Sports Development.
- K7 Evaluate policies, practices and different approaches to solving problems within the context of Primary Physical Education and Sports Development.
- P1 Utilise subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the marketing and delivery of sports activities and Primary Physical Education.
- P2 Design, conduct and evaluate small scale research in Sports Development and/or Physical Education contexts.
- I1 Research, describe and analyse information.
- I2 Critically assess and evaluate evidence.
- I3 Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to the practice of Primary Physical Education and Sports Development and as areas of academic enquiry.
- I4 Develop reasoned arguments and challenge assumptions

E1	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.
E2	Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
E3	Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
E4	Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
E5	Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
E6	Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
E7	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.
E8	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.	

<p><b>Statement of congruence with the relevant published subject benchmark statements</b>  <i>(including appropriate references to the FHEQ and any PSRB requirements)</i></p>
<p>The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Primary Physical Education and Sports Development degree involves areas typically classified under programmes concerned with sport, particularly in addressing 'policy, planning, management and delivery of sporting opportunities'. Additionally students are involved in 'historical, social, political, economic and cultural diffusion, distribution and impact of sport' and 'the performance of sport and exercise and its enhancement, monitoring and analysis'. The strong professional focus of the degree enables students to 'demonstrate a critical appreciation of sports development and facilitation principles in at least one vocational context'.</p>

#### 4. Learning outcomes for subsidiary award(s)

<p><b>Guidance</b></p> <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 at least 120 credits, 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> </ul>
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	<p>iv) communicate the results of their work coherently;</p> <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>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 <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 240 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <p>i) critical understanding of disciplinary principles;</p> <p>ii) application of concepts outside their initial context;</p> <p>iii) use of a range disciplinary techniques;</p> <p>iv) proficient communication of the results of their work;</p> <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><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 300 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <p>i) an ability to make flexible use of disciplinary concepts and techniques;</p> <p>ii) critical evaluation of approaches to solving problems in a disciplinary context;</p> <p>iii) an ability to work autonomously within a structured learning experience;</p> <p>iv) effective communication of the results of their work in a variety of forms;</p> <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

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p>
<p>Primary Physical Education and Sports Development is a multi-disciplinary single honours degree providing students with the knowledge, skills and practical experiences to work directly within the context of Sports Development or to enable students to pursue further training for a career in primary Physical Education Teaching. This course covers the major practical and intellectual disciplines evident in both these professions. A number of the modules emphasise the relationship between Sports Development and Physical Education, in particular, Level 4 Youth Sports Development, Level 5 Event Management and at Level 6, Youth Sport and Health.</p> <p>Social, cultural, political and economic factors influencing young people's physical activity patterns are considered from historical and contemporary perspectives in the core sports development modules and the Sociology of Sport and the option module Sport and Society at level 6.</p> <p>Theoretical analysis of the context and nature of all components of the Primary Physical Education curriculum is accompanied by the development of pedagogic knowledge and skills for example; teaching style, communication, assessment, risk assessment; health and safety, lesson planning, and cross-curricular work. Additionally, topics and issues such as inclusion, learning styles, differentiation, equality, gender and leadership are examined.</p> <p>Sports Development modules include current issues such as government policy, agencies and programmes eg. Youth Sports Trust, gifted and talented programmes, volunteering, social inclusion, partnerships and policy evaluation.</p>

Health issues and young people are examined in core modules in level 5 and in option preference modules at level 6.

Research skills including data collection, qualitative and quantitative analysis is included in the Level 4 and 5 Research Methods modules. Students learn how to formulate a research proposal and prepare for their Level 6 Individual Research Project or Dissertation module by conducting a small group research project.

At Level 6, in addition to the independent research module examining Sports Development and/or Physical Education, students critically evaluate programmes in Sports Development and Physical Education for young people and for special populations. Students are able to select additional modules relating to leadership issues, professional learning through work, or sport and society.

Ethical discussions are addressed by a number of core modules, e.g. within Level 4 Youth Sports Development, and Level 6 Community Sports Development and Research Project/Dissertation. Risk assessment and health and safety issues are integral to all PE practical and applied sports development modules.

Students are encouraged to take Governing Body awards and engage with the University Sports Volunteering Programme. Additional work related understanding and experience is enhanced through the professional development and placement modules followed in levels 4 and 5. The level 6 Professional Learning Through Work option also allows students to develop their understanding and application of theory in a vocational setting.

## 6. Structure

### SECONDARY PHYSICAL EDUCATION AND SPORTS DEVELOPMENT (Single Honours) (SPESDSH)

**Duration:** 3 years full-time / 6 years part-time  
**Total credit rating:** 360  
**Course code:** CX61  
**Award Aim:** BA (Hons) – 360 credits  
**Subsidiary awards:** Dip HE – 240 credits  
 Cert HE – 120 credits

#### Level 4

Please refer to the Prospectus for entry requirements.

<b>Core:</b>	Candidates are required to take:		
SHN4142	Research Methods I	Sem 2	20 Credits
SHN4332	Youth Sport Development	Sem 1	20 Credits
SHN4342	Sport and Exercise Sciences	Sem 2	20 Credits
SHN4362	Primary Physical Education 2	Sem 2	20 Credits
SHN4372	Primary Physical Education 1	Sem 1	20 Credits
SHN4992	Ethics and Society and Employability	Sem 1&2	20 Credits
SHN4000	Programme Level Assessment		0 Credits

#### Level 5

Progression requirements: 120 credits from Level 4

<b>Core:</b>	Candidates are required to take:		
SHN5142	Research Methods 2	Sem 2	20 Credits
SHN5182	Sociology of Sport	Sem 1	20 Credits
SHN5212	Community Health and Fitness	Sem 2	20 Credits

SHN5242	Event Management	Sem 2	20 Credits
SHN5252	Primary Physical Education 3	Sem 1	20 Credits
<u>and</u> are required to choose 20 credits from:			
SHN5152	Professional Development and Placement 2	Sem 1&2	20 Credits
SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 Credits
<b>Level 6</b>			
Progression requirements: 120 credits from Level 4 and 120 credits from Level 5			
Candidates are required to take 60 or 80 credits in semester 1 and 60 or 40 credits in semester 2			
<b>Core:</b>			
Candidates are required to take:			
SHN6164	Dissertation	Sem 1&2	40 Credits
SHN6282	Community Sports Development	Sem 2	20 Credits
<b>Options:</b>			
SHN6192	Professional Learning Through Work	Sem 1&2	20 Credits
SHN6202	Physical Activity and Behaviour Change	Sem 2	20 Credits
SHN6232	Youth Sport and Health	Sem 1	20 Credits
SHN6262	Sport and Society	Sem 2	20 Credits
SHN6272	Issues and Leadership in PE	Sem 1	20 Credits
Candidates are not eligible to take any (for credit) modules outside of those stipulated above. This applies at all levels of the programme.			

## 7. Learning, teaching and assessment

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

The levels of the programme will lead students from a focus on knowledge acquisition (Level 4) to its application (Level 5), and culminate in opportunities for analytical synthesis and evaluation in Level 6. The corresponding professional emphases of the programme are information gathering and research (Level 4), application of Primary Physical Education and Sports Development to projects and cases (Level 5) and strategic planning in Sports Development and critical evaluation of advanced issues in both areas of study (Level 6). The Level 6 Dissertation can be in the area of Sports Development, Physical Education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential.

Level 4 has increased contact time for students with tutors to help us get to know the student needs better and develop effective partnerships to support learning. In addition, the use of seminars and tutorials at the Level 4 stage aims to increase staff – student contact. Group work features strongly at Levels 4 and 5, in some modules through seminar preparation and delivery, in others through planning and delivery of practical teaching sessions and events. Increased contact at Level 4 is balanced by an increase in independent learning at Level 6, for example, with the individual Dissertation as a core module, and more group and individual professionally related project work.

Experiential learning and group work are recognised as key players in effective learning. Students learn through applied exercises where theories are practised. Students engage in role-play, practical workshops, sports practicals, and applied project work to test their knowledge, understanding, subject specialist, intellectual and employability skills. These lead to reflection and theorising through discussion and written work. The learning is enhanced through established and effective links with external

partners, enhancing employability and student satisfaction. The use of professional placements to apply learning is an integral part of the student experience and assists in the personalisation of the programme to meet students aspirations and interests.

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. As students progress from Levels 4 to 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed through, for example, simulated Sports Development meetings/presentations, lesson planning, reflective record of teaching and/or activity/health training, Sports Development and health campaigns, case studies and the professional placements. The varied nature of assessments reflects both the needs of the students and develops skills valued by employers.

## 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 <b>bold script</b> )	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)		
SHN4142 Research Methods 1	Lectures, seminars. IT	<b>Coursework</b> – (written - case study)  <b>Coursework</b> (written report)  Directed Activities	2000 words  2000 words  Pass=100% of 10% Fail=0%	45%  45%  10%	Mid-Sem 2  End Sem 2	<b>Rachael McDonald</b>	
SHN4332 Youth Sport Development	Lectures, seminars/groupwork, practical activities, guided independent study	<b>Coursework</b>  <b>Practical</b> (Oral presentation)  Directed Activities	2000 words  10 mins  Pass=100% of 10% Fail=0%	45%  45%	End Sem 1  Mid Sem 1	<b>Joanna McDonald</b>	
SHN4342 Sport and Exercise Sciences	Lectures, practical workshops/seminars, guided independent study	<b>Written</b> (Exam x 2)  <b>Written</b> (Exam)  Directed Activities	2 x 30 mins each  2 hours  Pass=100% of 10% Fail=0%	20%  (2 x 35%) 70%  10%	Throughout semester  End Sem 2	<b>Rachael McDonald</b>	
SHN4362 Primary Physical Education 2	Lectures, practical, peer teaching, guided independent study	Coursework  Coursework  Directed Activities	2000 words  2000 words  Pass=100% of 10% Fail=0%	45%  45%  10%	End Sem 2  End Sem 2	<b>Tim Green</b>	



Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold script</b> )	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)		
SHN4372 Primary Physical Education 1	Lectures, practicals, , guided independent study	<b>Practical</b> (Oral presentation)  <b>Coursework</b> (written essay)  Directed Activities	1000 word equivalent  3000 words  Pass=100% of 10% Fail=0%	30%  60%  Pass/Fail	End Sem 1  End Sem 1	<b>Tim Green</b>	
SHN4992 Ethics, Society and Employability	Lectures, debates, seminars, tutorials, placement, guided independent study	<b>Written or Practical</b> Negotiated assessment  <b>Professional Placement</b>  <b>Written</b> (written reflections)  Directed activities	1,500 words  -  2,000 words or 10 minutes  Pass = 100% of 10%. Fail = 0%	40%  Pass/Fail  40%  20%	End Sem 1  Sem 2  End Sem 1  End Sem 1	<b>Various</b>	
SHN5142 Research Methods 2	Lectures, workshops seminars, guided independent study	<b>Coursework</b> (Portfolio)	4000 words	100%	End Sem 2	<b>Chris Rowley</b>	
SHN5182 Sociology of Sport	Lecture; Seminar; Guided independent study	<b>Coursework</b> (Portfolio)	4000 words (equivalent)	100%	End Sem1	<b>Phil McDonald</b>	
SHN5212 Community Health and Fitness	Lectures, practicals, guided independent study	<b>Practical</b> (skills assessment)  <b>Coursework</b> (written essay)	20 minutes  2000 words	50%  50%	End Sem 2  End Sem 2	<b>Mark Russell</b>	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold script</b> )	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)		
SHN5242 Event Management	Lectures, workshops, practicals, tutorials, event delivery, guided independent study	<b>Practical</b> (Group oral presentation)  <b>Coursework</b> (written report)	1 hour (10 mins each)  2000 words	50%  50%	Mid Sem 2  End Sem 2	<b>Catherine Rowlands</b>	
SHN5252 Primary Physical Education 3	Lectures, practicals, guided independent study	<b>Coursework</b> (Portfolio) <b>Coursework</b> (written essay)	2000 word equivalent 2000 words	50% 50%	End Sem 1 End of Sem 1	<b>Sue Rushton</b>	(inc. off site swimming provision)
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement, Guided independent study	<b>Coursework</b> (Portfolio) <b>Practical</b> (Placement)	4,000 words	100% Pass/Fail	Throughout the year During placement	<b>Catherine Rowlands</b>	
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering	<b>Coursework</b> (Portfolio) <b>Practical</b> (Placement)	4000 words	100% Pass/Fail	Throughout the year During placement	<b>Kostas Zervas</b>	
SHN6164 Dissertation	Lectures, tutorials	<b>Dissertation</b>	8000 words	100%	End Semester 2	<b>Phil McDonald</b>	
SHN6282 Community Sports Development	Lectures, workshops, practicals, tutorials, guided independent study	<b>Coursework</b> (written report) <b>Practical</b> (Group oral presentation)	2000 words 10 mins	50% 50%	End Sem 2 Mid Sem 2	<b>Catherine Rowlands</b>	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold script</b> )	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)		
SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	<b>Coursework</b> (written report)  <b>Coursework</b> (written report)  <b>Practical</b> (Oral presentation)	1,000 words equiv  4,000 words  15 minutes	Pass/Fail  75%  25%	Mid Semester 1  End Semester 2  End Semester 2	<b>Ian Kenvyn</b>	
SHN6202 Physical Activity and Behaviour Change	Lectures, Small group work/ seminars, guided independent study	<b>Coursework</b> (written essay)  <b>Coursework</b> (written case study)	2000 words  1500 words	50%  50%	End Sem 2  End Sem 2	<b>Nicola Arjomandkhah</b>	
SHN6232 Youth Sport and Health	Lectures, seminars/groupwork, guided independent study	<b>Coursework</b>  <b>Coursework</b> (written report)	2000 words  2000 words	50%  50%	End Sem 1  End Sem 1	<b>Philip McDonald Nina Quinlan</b>	
SHN6262 Sport and Society	Lectures, workshops, guided independent study	<b>Practical</b> (Group oral presentation)  <b>Coursework</b> (written essay)	15 mins  2500 words	40%  60%	Mid Sem 2  End Sem 2	<b>tbc</b>	
SHN6272 Issues and Leadership in PE	Lectures, workshops, practical, guided independent study	<b>Coursework</b> (written case study)	4000 words	100%	End Sem 1	<b>Sue Rushton</b>	

### 7c) Programme learning outcomes covered

Adjust LO codes as necessary. → These must match module descriptors.	Assessed learning outcomes of the programme												Skills Development								
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.														Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of Work / Business / Customer
SHN4142 Research Methods I																					
SHN4332 Youth Sports Development																					
SHN4342 Sport and Exercise Sciences																					
SHN4362 Primary Physical Education 2																					
SHN4372 Primary Physical Education 1																					
SHN4992 Ethics, Society and Employability																					
SHN5142 Research Methods 2																					
SHN5182 Sociology of Sport																					
SHN5212 Community Health and Fitness																					
SHN5242 Event Management																					
SHN5252 Primary Physical Education 3																					
SHN5152 Professional Development and Placement 2																					
SHN5162 Volunteering in Sport, Health and Nutrition																					
SHN6164 Dissertation																					

	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	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.														Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of Work / Business / Customer
SHN6282 Community Sports Development																					
SHN6192 Professional Learning Through Work																					
SHN6202 Physical Activity and Behaviour Change																					
SHN6232 Youth Sport and Health																					
SHN6262 Sport and Society																					
SHN6272 Issues and Leadership in PE																					

For students registered prior to September 2016

Academic Year 2015/16

19 November 2015

## 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:  
5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and two should be GCSE English Language and mathematics 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, 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.*

See regulations for Leeds Trinity University awards.

## 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.*

## 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)

There is a new external examiner for this programme via the Sport, Health and Nutrition arrangements for undergraduate provision.

For students registered prior to September 2016

Academic Year 2015/16

19 November 2015

## **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)

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## **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)

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



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<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>
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<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	<b>3 years full time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2014</b>
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<b>UCAS course code &amp; code name</b>	<b>CX61</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### **2. Aims of the programme**

<b>Rationale and general aims</b>
<p>The programme aims to ensure the necessary skills, understanding and experience of issues relating to both community sports development roles and primary physical education are developed. High quality professional preparation in the field of sports development and primary physical education aims to enable students to work directly with young people in community sport, extended school services, sports clubs and organisations, or pursue further training for a career in primary teaching. The student-centred learning experience builds on effective, established partnerships to strengthen the focus on student attainment and graduate employability.</p> <ol style="list-style-type: none"> <li>8. Develop knowledge, understanding and skills in Primary Physical Education to prepare for further training for a career in Teaching.</li> <li>9. Develop knowledge and understanding of children's development and a critical awareness of the role that physical activity plays in their lives inside school and within the community.</li> <li>10. Develop knowledge and skills which enable graduates to contribute to current sport and physical activity initiatives in line with policy and guidelines in both Physical Education and Sports Development.</li> <li>11. Develop professional knowledge and expertise as reflective practitioners through experience in schools and community settings.</li> </ol>



12. Develop knowledge and understanding in policy, strategy and planning in Sports Development.
13. Develop knowledge and expertise in the psychosocial aspects of sport.
14. Develop the necessary knowledge, skills and experience to be able to work directly in the field of Sports Development.
15. To enable students to pursue further training for a career in teaching at primary level.

### 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.

On successful completion of the Primary Physical Education and Sports Development programme students will be able to:

- K1 Demonstrate knowledge and understanding of the key issues in Physical Education and their relationship with Sports Development
- K2 Demonstrate knowledge and understanding of the historical, social, political economic and cultural context of Sports Development.
- K3 Demonstrate knowledge and understanding of the Sports Development processes from planning to implementation and evaluation.
- K4 Demonstrate knowledge and understanding of the performance of physical activity, its enhancement, monitoring and analysis.
- K5 Identify the relationship between physical activity and health and apply theoretical understanding to sport and health promoting activities.
- K6 Apply theory to the effective delivery of physical activity and Primary Physical Education and Sports Development.
- K7 Evaluate policies, practices and different approaches to solving problems within the context of Primary Physical Education and Sports Development.
- P1 Utilise subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the marketing and delivery of sports activities and Primary Physical Education.
- P2 Design, conduct and evaluate small scale research in Sports Development and/or Physical Education contexts.
- I1 Research, describe and analyse information.
- I2 Critically assess and evaluate evidence.
- I3 Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to the practice of Primary Physical Education and Sports Development and as areas of academic enquiry.

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- I4 Develop reasoned arguments and challenge assumptions
- E1 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.
- E2 Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
- E3 Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
- E4 Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
- E5 Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
- E6 Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
- E7 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.
- E8 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 Primary Physical Education and Sports Development degree involves areas typically classified under programmes concerned with sport, particularly in addressing 'policy, planning, management and delivery of sporting opportunities'. Additionally students are involved in 'historical, social, political, economic and cultural diffusion, distribution and impact of sport' and 'the performance of sport and exercise and its enhancement, monitoring and analysis'. The strong professional focus of the degree enables students to 'demonstrate a critical appreciation of sports development and facilitation principles in at least one vocational context'.

**4. Learning outcomes for subsidiary award(s)**

*This section should be retained verbatim in all honours degree programme specifications. Sets of standard wording for programme specifications for foundation degrees are available from AQSO.*

**Guidance**

The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.

**Generic learning outcomes for the award of Certificate of Higher Education:**

On successful completion of at least 120 credits, students will have demonstrated an ability to:

- v) interpret and evaluate data appropriate to the discipline;

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<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>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>	<ul style="list-style-type: none"><li>vi) make sound judgements in accordance with basic disciplinary theories and concepts;</li><li>vii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li><li>viii) 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><b>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of at least 240 credits, students will have demonstrated, <b>in addition to the outcomes for a Certificate:</b></p> <ul style="list-style-type: none"><li>v) critical understanding of disciplinary principles;</li><li>vi) application of concepts outside their initial context;</li><li>vii) use of a range disciplinary techniques;</li><li>viii) 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><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of at least 300 credits, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"><li>v) an ability to make flexible use of disciplinary concepts and techniques;</li><li>vi) critical evaluation of approaches to solving problems in a disciplinary context;</li><li>vii) an ability to work autonomously within a structured learning experience;</li><li>viii) 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>
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## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

Primary Physical Education and Sports Development is a multi-disciplinary single honours degree providing students with the knowledge, skills and practical experiences to work directly within the context of Sports Development or to enable students to pursue further training for a career in primary Physical Education Teaching. This course covers the major practical and intellectual disciplines evident in both these professions. A number of the modules emphasise the relationship between Sports Development and Physical Education, in particular, Level 4 Youth Sports Development, Level 5 Event Management and at Level 6, Youth Sport and Health.

Social, cultural, political and economic factors influencing young people's physical activity patterns are considered from historical and contemporary perspectives in the core sports development modules and the Sociology of Sport and the option module Sport and Society at level 6.

Theoretical analysis of the context and nature of all components of the Primary Physical Education curriculum is accompanied by the development of pedagogic knowledge and skills for example; teaching style, communication, assessment, risk assessment; health and safety, lesson planning, and cross-curricular work. Additionally, topics and issues such as inclusion, learning styles, differentiation, equality, gender and leadership are examined.

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Sports Development modules include current issues such as government policy, agencies and programmes eg. Youth Sports Trust, gifted and talented programmes, volunteering, social inclusion, partnerships and policy evaluation.

Health issues and young people are examined in core modules in level 5 and in option preference modules at level 6.

Research skills including data collection, qualitative and quantitative analysis is included in the Level 4 and 5 Research Methods modules. Students learn how to formulate a research proposal and prepare for their Level 6 Individual Research Project or Dissertation module by conducting a small group research project.

At Level 6, in addition to the independent research module examining Sports Development and/or Physical Education, students critically evaluate programmes in Sports Development and Physical Education for young people and for special populations. Students are able to select additional modules relating to leadership issues, professional learning through work, or sport and society.

Ethical discussions are addressed by a number of core modules, e.g. within Level 4 Youth Sports Development, and Level 6 Community Sports Development and Research Project/Dissertation. Risk assessment and health and safety issues are integral to all PE practical and applied sports development modules. There is further opportunity to develop understanding relating to the current education situation in the level 6 option module Contemporary debates in Education.

Students are encouraged to take Governing Body awards and engage with the University Sports Volunteering Programme. Additional work related understanding and experience is enhanced through the professional development and placement modules followed in levels 4 and 5. The level 6 Professional Learning Through Work option also allows students to develop their understanding and application of theory in a vocational setting.

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## 6. Structure

### Primary Physical Education and Sports Development (Single Honours)

(PPESDSH)

<b>Duration:</b>	3 years full-time / 6 years part-time
<b>Total credit rating:</b>	360
<b>UCAS code:</b>	CX61
<b>Award Aim:</b>	BA (HONS) - 360 credits
<b>Subsidiary awards:</b>	Dip HE – 240 credits Cert HE – 120 credits

#### Level 4

Please refer to the prospectus for entry requirements:

<b>Core:</b>	Candidates are required to take:		
SHN4142	Research Methods I	Sem 2	20 Credits
SHN4272	Professional Development and Placement 1	Sem 1 and 2	20 Credits
SHN4332	Youth Sports Development	Sem 1	20 Credits
SHN4342	Sport and Exercise Sciences	Sem 2	20 Credits
SHN4362	Primary Physical Education 1	Sem 1	20 Credits
SHN4372	Primary Physical Education 2	Sem 2	20 Credits

**Programme-level Assessment:** Level 4 students in AY 2015/16 will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge you have developed across all of the modules studied. The PLA is marked on a Pass/Fail basis and you must achieve a pass in the PLA to pass the first year and progress into Level 5 (also see the section on [Taught Course Academic Regulations](#)).

#### Level 5

Progression requirements: 120 credits from Level 4

<b>Core:</b>	Candidates are required to take:		
SHN5142	Research Methods 2	Sem 2	20 Credits
SHN5182	Sociology of Sport	Sem 1	20 Credits
SHN5212	Community Health and Fitness	Sem 2	20 Credits
SHN5242	Event Management	Sem 2	20 Credits
SHN5252	Primary Physical Education 3	Sem 1	20 Credits

and are required to choose 20 credits from:

SHN5152	Professional Development and Placement 2	Sem 1	20 Credits
SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1	20 Credits

#### Level 6

Entry requirements: 120 credits from Level 4 and 120 credits from Level 5

Candidates are required to take 60 or 80 credits in semester 1 and 60 or 40 credits in semester 2

<b>Core:</b>	Candidates are required to take:		
SHN6164	Dissertation	Sem 1 and 2	40 Credits
SHN6282	Community Sports Development	Sem 2	20 Credits

#### **Options:**

SHN6192	Professional Learning Through Work	Sem 1 and 2	20 Credits
SHN6202	Physical Activity and Behaviour Change	Sem 2	20 Credits
SHN6232	Youth Sport and Health	Sem 1	20 Credits
SHN6262	Sport and Society	Sem 2	20 Credits
SHN6272	Issues and Leadership in PE	Sem 1	20 Credits
SHN6322	Leisure Management	Sem 2	20 Credits

Candidates are not eligible to take any modules outside of those stipulated above. This applies at all levels of the programme.

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## **7. Learning, teaching and assessment**

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

The levels of the programme will lead students from a focus on knowledge acquisition (Level 4) to its application (Level 5), and culminate in opportunities for analytical synthesis and evaluation in Level 6. The corresponding professional emphases of the programme are information gathering and research (Level 4), application of Primary Physical Education and Sports Development to projects and cases (Level 5) and strategic planning in Sports Development and critical evaluation of advanced issues in both areas of study (Level 6). The Level 6 Research Project or Dissertation can be in the area of Sports Development, Physical Education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential.

Level 4 has increased contact time for students with tutors to help us get to know the student needs better and develop effective partnerships to support learning. In addition, the use of seminars and tutorials at the Level 4 stage aims to increase staff – student contact. Group work features strongly at Levels 4 and 5, in some modules through seminar preparation and delivery, in others through planning and delivery of practical teaching sessions and events. Increased contact at Level 4 is balanced by an increase in independent learning at Level 6, for example, with the individual Research Project or Dissertation as a core module, and more group and individual professionally related project work.

Experiential learning and group work are recognised as key players in effective learning. Students learn through applied exercises where theories are practised. Students engage in role-play, practical workshops, sports practicals, and applied project work to test their knowledge, understanding, subject specialist, intellectual and employability skills. These lead to reflection and theorising through discussion and written work. The learning is enhanced through established and effective links with external partners, enhancing employability and student satisfaction. The use of professional placements to apply learning is an integral part of the student experience and assists in the personalisation of the programme to meet students aspirations and interests.

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. As students progress from Levels 4 to 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed through, for example, simulated Sports Development meetings/presentations, lesson planning, reflective record of teaching and/or activity/health training, Sports Development and health campaigns, case studies and the professional placements. The varied nature of assessments reflects both the needs of the students and develops skills valued by employers.

## 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 <b>bold script</b> )	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)		
SHN4142 Research Methods 1	Lectures, seminars. IT	Portfolio  Directed activities	4,000 words equiv  Pass = 100% of 10%. Fail = 0%	90%  10%	End Semester 2  Sem 2	<b>Rachael McDonald</b>	
SHN4272 Professional Development and Placement 1	Lectures, workshops, tutorials and placement. Guided independent study	Professional Development Portfolio  Directed activities  Weekly work reflection  Placement	2,000 words equiv   2,000 words equiv	50%  10%  40%  Pass/Fail	Throughout Semester 1 & 2  Sem 1  End of sem 2  During placement	<b>Kirstie Grace</b>	
SHN4332 Youth Sports Development	Lecture, workshops (including resenations) and practical activities. Lectures; Seminars/groupwork; Seminars/groupwork; Guided independent study	Directed ativities  Coursework  Oral presentation	Pass = 100% of 10%. Fail = 0%  2,000 words  10mins	10%  45%  45%	Sem 1  End Sem 1  Mid Sem 1	<b>Jo McDonald</b>	
SHN4342 Sport and Exercise Sciences	Lectures, practical workshops/seminars, guided independent study	Directed activities  2 x short tests  Exam  Exam	Pass = 100% of 10%. Fail = 0% 30 Mins each  1 hour  1 hour	10%  20%  35%  35%	Sem 2  Throughout semester  End Sem 2  End Sem 2	<b>Rachael McDonald</b>	
SHN4362 Primary Physical Education1	Peer teaching; Lectures; Practicals; Guided independent study	Planning file  Practical  Directed activities	4000 word equivalent   Pass = 100% of 10%. Fail = 0%	90%  Pass/fail  10%	End Sem 1  End Sem 1  Semester 1	<b>Sue Rushton</b>	



Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories 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)		
SHN4372 Primary Physical Education 2	Lectures; Practicals; Guided independent study	Planning File  Essay  Practical  Directed activities	2000 word equiv  1500 words  Pass = 100% of 10%. Fail = 0%	50%  40%  Pass/Fail  10%	End Sem 2  End Sem 2  End Sem 2  Sem2	<b>Sue Rushton</b>	
SHN5142 Research Methods 2	Lectures; Workshops; Tutorials; Guided independent study	Portfolio	4000 words	100%	End Sem 2	<b>Tim Bennett</b>	
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement, guided independent study	Placement portfolio  Practical Placement	4,000 words	100%  Pass/Fail	1 week after placement  During placement	<b>Catherine Rowlands</b>	
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering, guided independent study	Volunteering Report  Practical Performance	4000 words equiv	100%  Pass/Fail	1 week after placement  During placement	<b>Kostas Zervas</b>	
SHN5182 Sociology of Sport	Lecture; Seminar; Guided independent study	Portfolio	4000 words (equivalent)	100%	End Sem1	<b>Phil McDonald</b>	
SHN5212 Community Health and Fitness	Lecture, Practical, Guided independent study	Practical (paired) and 10 week written plan Assignment	20 minutes 2000 words	50% 50%	End Sem 2 End Sem 2	<b>Nicola Eccles</b>	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories 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)		
SHN5242 Event Management	Lectures, Workshops, Practicals, Event delivery, Tutorials, Guided independent study	Group oral presentation  Written report	1 hour (10 mins each)  2000 words	50%  50%	Mid Sem 2  End Sem 2	<b>Catherine Rowlands</b>	
SHN5252 Primary Physical Education 3	Lectures; workshops Practicals; Guided independent study	Planning File Practical	4000 word equivalent	100% Pass/Fail	End Sem 1 End Sem 1	<b>Sue Rushton</b>	
SHN6164 Dissertation	Lectures, tutorials, guided self study	Ethics submission  Written Dissertation	1,000 words  8,000 words	Pass/Fail  100%	Mid Semester 1  End Semester 2	<b>Ian Kenvyn</b>	
SHN6192 Professional Learning through Work	Lecture, review seminars, online/telephone support, tutorials, independent study and project development	Project and Negotiation  Project report and Reflections  Oral Presentation	1,000 words equiv  4,000 words  15 minutes	Pass/Fail  75%  25%	Mid Semester 1  End Semester 2  End Semester 2	<b>Ian Kenvyn</b>	
SHN6202 Physical Activity and Behaviour Change	Lectures Small group work Seminars Guided independent study	Assignment Individual case study Group case study	2000 words 1500 words 1000 words	50% 30% 20%	End Sem 2 End Sem 2 End Sem 2	<b>Nicola Eccles</b>	
SHN6232 Youth Sport and Health	Lectures, Seminars, Groupwork, Guided independent study	Coursework Project Report	2000 words 2000 words	50% 50%	End Sem 1 End Sem 1	<b>Philip McDonald</b> Nina Quinlan	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three <b>KIS categories</b> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> 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)		
SHN6262 Sport and Society	Lectures/Workshops Guided independent study	Essay	4000 words	100%	End Sem 2	<b>Paul Salisbury</b>	
SHN6272 Issues and Leadership in PE	Lectures, Workshops, Practical, Guided independent study	Assessed essay	4000 words	100%	End of module	<b>Sue Rushton</b>	
SHN6282 Community Sports Development	Lectures, Workshops, Practicals Tutorials, Guided independent study	Report  Contribution to group meeting	2000 words  10 mins	50%  50%	End Sem 2  Mid Sem 2	<b>Catherine Rowlands</b>	
SHN6322 Leisure Management	Lectures, Seminar, Tutorials, Guided independent study	Assessed essay	4,000 words	100%	End Sem 2	<b>Ian Kenyvn</b>	





## 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:  
5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and two should be GCSE English Language and mathematics 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, 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.*

See regulations for Leeds Trinity University awards.

## 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.*

*Level 6:*

Dissertation and Professional Learning Through Work modules

Due to the nature and amount of independent learning and self direction required in the above modules the following prerequisite is required.

Students should normally have 60% plus in each aspect of the assessment for Research Methods at Level 5. An overall 2i mean score for all Level 5 modules is required. Students can not take both the Dissertation module and the Professional Learning Through Work module.

## 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)

There is a new external examiner for this programme via the Sport, Health and Nutrition 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)

Students are expected to attend 100% in all modules. Attendance that falls below 75% in the PE modules will fail and students will be required to re-sit each module at the discretion of the Head of Department.

## **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)

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