



Approved July 2017
Effective for BA (Hons) Primary Physical Education and Sports Development from
September 2017

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	SHS
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Primary Physical Education and Sports Development
Subsidiary award(s) <i>(if any)</i>	CertHE/DipHE/BA (as fallback awards only)
Honours type <i>(Single / Joint / Combined)</i>	Single
Duration and mode(s) of study	3 years full-time
Start date <i>(this version) (month and year)</i>	September 2017
Periodic review next due <i>(acad. year)</i>	2021/22
JACS subject code(s) <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	C610; C620; C640
UCAS course code & code name	CX61
SITS codes <i>(Course / Pathway / Route)</i>	PPESDSH
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme
The programme aims to ensure the necessary skills, understanding and experience of issues relating to both community sports development roles and primary physical education roles 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.

Programme aims:

1. Develop knowledge, understanding and skills in Primary Physical Education to prepare for further training for a career in teaching.
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.
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.
4. Develop professional knowledge and expertise as reflective practitioners through experience in schools and community settings.
5. Develop knowledge and understanding in policy, strategy and planning in Sports Development.
6. Develop knowledge and expertise in the psycho-social aspects of sport.
7. Develop the necessary knowledge, skills and experience to be able to work directly in the field of Sports Development.
8. 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)**
- **practical 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 programme students will have demonstrated:

- K1 Knowledge and understanding of the key issues in Physical Education and their relationship with Sports Development.
- K2 Knowledge and understanding of the historical, social, political, economic and cultural context of Sports Development.
- K3 Knowledge and understanding of the Sports Development processes from planning to implementation and evaluation.
- K4 Knowledge and understanding of the performance of physical activity, its enhancement, monitoring and analysis.
- K5 How to identify the relationship between physical activity and health and apply theoretical understanding to sport and health promoting activities.
- K6 Application of theory to the effective delivery of physical activity and Primary Physical Education and Sports Development.
- K7 Evaluation of policies, practices and different approaches to solving problems within the context of Primary Physical Education and Sports Development.
- I1 Research, being able to describe and analyse information.
- I2 Critical assessment and evaluation of evidence.
- I3 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 Development of reasoned arguments and ability to challenge assumptions.

P1 Utilisation of 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 How to design, conduct and evaluate small scale research in Sports Development and/or Physical Education contexts.

Employability skills

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 learning outcomes for subsidiary awards set out in section 4 below.

3a 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)

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 awards

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

Primary Physical Education and Sports Development is a multi-disciplinary single honours degree providing you 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 Sport Development*, Level 5 *Event Management* and at Level 6, *Youth Sport and Health*.

Level 4 is a foundation year where you develop academic skills and general theory from different disciplines or academic areas. For example, the modules *Youth Sport Development* and *Primary Physical Education 2* study the effect of sociology, psychology, motor control and science within PE and Sport Development, whilst *Ethics, Society and Employability* focuses upon philosophy. The integrated approach ensures a breadth of knowledge prior to Level 5.

Within Level 5, there is a greater focus upon developing analytical skills, where you will apply knowledge developed previously to case studies and applied settings. Academic areas are further visited and reinforced, such as psychology and sociology in *Primary PE 3*. Reflective writing is developed where you can now draw upon a number of theories and disciplines in order to understand your own need and areas for development. At Level 5 you can choose from a wide range of interesting and contrasting modules in order to develop specific areas of expertise.

Level 6 requires greater individuality and independence where you undertake a dissertation and study modules such as *Current Debates in PE*. Your student journey is further developed by this point as you are able to critically and objectively interpret and discuss information from a number of different perspectives.

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

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. You learn how to formulate a research proposal and prepare for the Level 6 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, you critically evaluate programmes in Sports Development and Physical Education for young people and for special populations. You 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 Sport Development* and Level 6 *Community Sport Development* and *Dissertation*. Risk assessment and health and safety issues are integral to all PE practical and applied sports development modules.

You 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 you to develop your understanding and application of theory in a vocational setting.

6. Structure

BA (HONS) PRIMARY PHYSICAL EDUCATION AND SPORTS DEVELOPMENT (Single Honours)

Duration: 3 years full-time

Total credit rating: 360

Level 4

Core: Students 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	Sem 1 & 2	0 Credits

Level 5

Progression requirements: 120 credits from Level 4

Core: Students 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&2	20 Credits
SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 Credits

Level 6

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

Core: Students are required to take:

SHN6164	Dissertation	Sem 1&2	40 Credits
SHN6282	Community Sport Development	Sem 2	20 Credits

Options:

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	Current Debates in PE	Sem 1	20 Credits

Students 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 key goals of the LTAS Strategy (2015-2020) strategy are that we:

- A. Adopt a pedagogical approach that emphasises active enquiry and collaboration, allowing students to both shape and be responsible for their learning;
- 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;
- C. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals;
- D. Retain a key role for applied learning through placements and volunteering opportunities, developing a range of employability skills;
- E. Develop critical thinking and analytical skills, enabling our graduates to make sense of an increasingly data rich world;
- F. Ensure that ethical practice, social responsibility and sustainability are central to what we do;
- G. Ensure that all of our staff have pervasive development opportunities so that they are well trained, current and innovative in their pedagogical approach.

And these are reflected in the Teaching and Learning associated with the course:

A Progressive Learning Structure is built into the course design:

- 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 (LTAS, 2015:E).
- The corresponding professional emphasis of the programme is information gathering and research (Level 4), application of sport development or primary physical education to projects and case studies (Level 5) and critical evaluation of advanced issues in both areas of study (Level 6).
- The Level 6 Dissertation can be in the area of sport development or physical education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential (LTAS, 2015:C).
- 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 (LTAS, 2015:C).
- 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 (LTAS, 2015:A). 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.
- The use of online resources, VLE and technology within modules is also apparent at all levels of the programme (LTAS, 2015:B).
- Experiential learning and group work are recognised as key players in effective learning. You learn through applied exercises where theories are practised. You engage in role-play, practical workshops, sports practicals and applied project work to test your knowledge, understanding, subject specialist 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 (LTAS, 2015:D). 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 your aspirations and interests.

Assessment

- Assessment modes are varied. Knowledge and understanding is assessed through essays, examinations, coursework files, oral presentations and project work.
- As you progress from Levels 4 to 6, assignments increasingly demand reflection, critical analysis, synthesis and problem solving.
- Professionally-related skills are assessed through, for example, event management, lesson planning, reflective record of teaching and/or activity/health training, sport and health campaigns, case studies and the professional placements.
- The varied nature of assessments reflects your needs and develops skills valued by employers.
- Directed Activities: To support your learning and active engagement in teaching sessions, specific activities are completed each week between sessions. These are also used, as appropriate, as a vehicle for formative feedback and for structuring teaching sessions.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme																					
<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	
	Key Issues in Physical Education	Social Context of Sport Development.	The process of Sport Development	The components of Physical Activity	Physical Activity and Health	Effective pedagogy in PE and Sport	Policy and practice in PE & Sport	Research Skills	Assessment Skills	Ethical practice in PE and Sport	Reasoning skills	Marketing and delivery of PE and Sport	Research design	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of Work / Business / Customer	
SHN 4142 Research Methods I																						
SHN 4332 Youth Sports Development																						
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SHN 5252 Primary Physical Education 3																						
SHN 5152 Professional Development and Placement 2																						
SHN 5162 Volunteering in Sport, Health and Nutrition																						
SHN 6164 Dissertation																						

	Assessed learning outcomes of the programme																									
<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.	Key Issues in Physical Education	Social Context of Sport Development.	The process of Sport Development	The components of Physical Activity	Physical Activity and Health	Effective pedagogy in PE and Sport	Policy and practice in PE & Sport	Research Skills	Assessment Skills	Ethical practice in PE and Sport	Reasoning skills	Marketing and delivery of PE and Sport	Research design	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of Work / Business / Customer					
SHN 6282 Community Sport Development																										
SHN 6192 Professional Learning Through Work																										
SHN 6202 Physical Activity and Behaviour Change																										
SHN 6232 Youth Sport and Health																										
SHN 6262 Sport and Society																										
SHN 6272 Current Debates in PE																										

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 2 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, e.g. the International English Language Testing Service (IELTS) or equivalent test.

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 University's Recognition of Prior Learning (RPL) 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 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)

The undergraduate Taught Course Academic Regulations apply.

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.

Not applicable

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)

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. 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)

For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.

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 are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.
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