

The Programme Specification for Levels 4, 5 and 6 can be found in the [Undergraduate](#) section of the programme of study catalogue.

**Form NP3**



## 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>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>School of Social and Health Sciences</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	<b>BA (Hons) or BSc (Hons) with Foundation Year in Sport and Health</b>
<b>Title of programme(s)</b>	<p><b>BSc (Hons) Health and Social Care with foundation year in Sport and Health</b></p> <p><b>BA (Hons) Physical Education with Foundation Year in Sport and Health</b></p> <p><b>BA (Hons) Physical Education and Sports Coaching with Foundation Year in Sport and Health (wef Sept 2019)</b></p> <p><b>BA (Hons) Secondary Education, Physical Education and Sport (2 years) with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Sport and Exercise Sciences with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Sport and Exercise Sciences (Sports Nutrition) with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Sport Therapy and Rehabilitation with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Sports Coaching with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Strength and Conditioning with Foundation Year in Sport and Health</b></p> <p><b>BSc (Hons) Exercise, Health and Nutrition with Foundation Year in Sport and Health</b></p>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<p><b>Ordinary Degree (with Foundation Year)</b></p> <p><b>Diploma of Higher Education (with Foundation Year)</b></p> <p><b>Certificate of Higher Education (with Foundation Year)</b></p> <p><b>Foundation Certificate</b></p>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>Single and joint after progression to Level 4</b>

BA (Hons) Sports Management with Foundation Year in Sport and Health withdrawn. SHN3003 LOs tweaked and assessments amended – AG 3.7.19

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 changed to year long delivery – AG 3.7.19

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<b>Duration and mode(s) of study</b>	<b>4 years full-time (one of these is a foundation year)</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September 2018</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	<b>2023</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	<b>C600 / 101319</b> <b>C610 / 100095</b> <b>C620 / 100096</b>
<b>UCAS course code &amp; code name</b>	
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> )	
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

## 2. Aims of the programme

### **Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)**

The aim of the Foundation Year is to provide you with an introduction to issues and questions that are key to understanding sport, exercise and health. You will be encouraged to explore issues such as demands of sport, exercise, physical activities and improved performance. You will also gain an understanding of the basic factors that influence health and how health can be improved. In addition to these opportunities, you will also learn about the solutions that policy-makers have offered to promote health.

You will therefore be provided with an opportunity to actively develop your knowledge of sport, exercise and health whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Sport and Health Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Sport and Health pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the foundation year, you should be well equipped to go on to Level 4 study on one of the named linked honours degree programmes in the areas of sport, physical exercise and health.

## 3. Student learning outcomes at the level of Foundation Certificate. The learning outcomes for full degree Levels 4 – 6 are described in the relevant Programme Specification.

### **Learning outcomes in terms of:**

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

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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 foundation year, students will have demonstrated:	
K1	knowledge of key issues connected to sport, exercise and health
K2	knowledge of concepts related to sport, health and exercise
K3	an understanding of the basic theories that have been development to understand sporting activity, health and exercise
K4	knowledge of technical terminology and scholarly conventions
K5	knowledge of how to effectively present academic work in a variety of forms
I1	ability to identify and comment on concepts related to undertaking sport, health and exercise
I2	ability to complete a range of assessments
I3	ability to recognise and describe several theories that have been employed to understand sport, health and exercise
I4	ability to present results that draw appropriately upon scholarly research and debate
<u>Employability skills</u>	
E1	<b>Self-management</b> – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient
E2	<b>Teamworking</b> – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others
E3	<b>Problem-solving</b> – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from various sources
E4	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes
E5	<b>Application of numeracy</b> – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget
E6	<b>Application of information technology</b> – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively
E7	<b>Social, cultural &amp; civic awareness</b> – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
See also the learning outcomes for subsidiary awards set out in section 4 below.	

### 3a External benchmarks

<b>Statement of congruence with the relevant published subject benchmark statements</b>
The subject benchmark statements that are particularly relevant to this programme are:  (1) the QAA subject benchmark statement for Health Studies

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(2) the QAA subject benchmark statement for Events, Hospitality, Leisure, Sport and Tourism

#### 4. Learning outcomes for subsidiary awards

<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 0.</p>	<p><b>Generic Learning outcomes for the award of <u>Foundation Certificate in Sport and Health</u>:</b></p> <p>On successful completion of 120 credits at Level 0, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on one of the linked pathways to the Foundation Year in Sport and Health.</p> <p>They must have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) describe key concepts related to sport, exercise and health;</li> <li>ii) outline several different theories that have been used to produce an understanding of sport, exercise and health;</li> <li>iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques;</li> <li>iv) undertake a sustained project on a topic connected to sport, exercise and health.</li> </ul>
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## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The Foundation Year in Sport and Health is designed to provide students with: (1) an introduction to sport, exercise and health, (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on topic of their choice in area related to their intended future undergraduate studies.

The modules of the Sport and Health Foundation Year can be grouped into the following strands:

#### *Study Skills, Confidence Building and Project Work*

SOC/SHN/LAW/CYP/BMM/COM/HUM3113

Academic Skills and Studying with Confidence

SOC/SHN/LAW/CYP/BMM/COM/HUM3103

Project

#### *Understanding Sport and Exercise*

SHN3003

Sport and Exercise

#### *Health*

SHN3013

Being Healthy in a Modern World

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## 6. Structure

### Foundation Year to a linked Sport or Health degree

**Duration:** 1 year full-time

**Total credit rating:** 120 (for those not progressing to Level 4 on a linked degree)

**Level 0** – with effect from September 2018

**Core:** Students are required to take:

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence	Sem 1-2	30 credits
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project	Sem 2	30 credits
SHN3003 Introduction to Sport and Exercise	Sems 1-2	30 credits
SHN3013 Being Healthy in a Modern World	Sems 1-2	30 credits

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## 7. Learning, teaching and assessment

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

The learning and teaching provision on the Foundation Year in Sport and Health is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2015-2020. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 0.

The following approaches are prioritised in the Foundation Year of the linked sport and health degrees:

#### Learning

The focus will be on ensuring that students have an opportunity to develop their understandings of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises, and collaborative projects.

**A Progressive Learning Structure** is built into the course design:

Students will begin their Level 0 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in semester 2. How to effectively engage in academic writing, orally presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies students will begin by looking at key issues before applying academic concepts and theories to these.

#### Teaching

- **Student-Led Enquiry:** The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.
- **Directed Activities:** Although students will not undertake directed activities at Level 0, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.
- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of sport, exercise, health and academic skills.

#### Assessment:

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- **Formative Assessment:** Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.
- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value.

**Negotiated Assessment:** Students will have the opportunity, in SOC/SHN/LAW/CYP/BMM/COM/HUM3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project.

7b) Learning outcomes covered

<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Theories	Terminology and scholarly	Present academic work in a variety of	Ability to identify and comment on	Ability to complete	Recognise and describe several	Ability to present results	Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Social, cultural & civic awareness
SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence																
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project																
SHN3003 Sport and Exercise																
SHN3013 Being Healthy in a Modern World																

## 8. Entry requirements

### Honours degree programmes

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

5 academic or vocational qualifications, one of which should be a GCE 'A' level (or equivalent at level 3) and one should be GCSE English Language at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the foundation year.

It is not a requirement that one 'A' level should be in physical exercise or a related subject. A wide range of other subjects can be considered relevant.

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), with no component below 5.5, or equivalent test.

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

## 9. Progression, classification and award requirements

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

The standard progression requirements, as set out in the current *Taught Course Academic Regulations*, will apply.

You will have to pass the Foundation Year to progress to a named linked honours degree programme.

All modules are exempt from condoned failure and must be passed for progression.

## 10. Prerequisites

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

None

## 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)

As the foundation year is Level 0, no external examination will be undertaken. This arrangement is in line with the Level 4 pathways that are available on the named linked honours degrees. All level 5 and 6 in linked degrees will be the subject of external examination. Rigorous moderation of students' marks will however be carried out by foundation year tutors.

## **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)

Placements are not part of the foundation and students will access this opportunity when they progress to their levels 4 and 5.

## **13. Additional support needs**

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

Students with disabilities or other support needs will have access to the 4 year pathway 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.