



PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' Faculty (ICE / BCDI / SHS) | FHWLS |
| 'Parent' School | Sport and Wellbeing |
| Professional accreditation body (if applicable) | N/A |
| Final award (eg. BA Hons) | BA (Hons) |
| Title of programme(s) | Physical Education and Sports Coaching Physical Education and Sports Coaching with Foundation Year in Sport and Exercise |
| Subsidiary award(s) (if any) | Cert HE in Physical Education and Sports Coaching Diploma HE in Physical Education and Sports Coaching Ordinary Degree in Physical Education and Sports Coaching |
| Honours type (Single / Joint / Combined) | Single |
| Duration and mode(s) of study | 36 months full time (BA (Hons) Physical Education and Sports Coaching 48 months full time (BA (Hons) Physical Education and Sports Coaching with Foundation Year in Sport and Exercise 72 months part time (BA (Hons) Physical Education and Sports Coaching |
| Month/year of approval of programme | August 2025 |
| Start date (this version) (month and year) | September 2026 |
| Periodic review next due (academic year) | N/A |
| HECoS subject code(s) | 100095 (sports coaching) 100% |
| UCAS course code & route code (available from Admissions) | C602 |
| SITS codes (Course / Pathway / Route) (available from Student Administration) | PHSEDSC |
| Delivery venue(s) | Horsforth Campus: Yes City Campus: No Partner Institutions: N/A |

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 programme aims to develop knowledgeable, reflective and skilled practitioners in physical education and sports coaching, who understand the importance of physical literacy in promoting lifelong engagement in physical activity and fostering physical competence, motivation, and confidence among diverse populations.

The BA (Hons) Physical Education and Sports Coaching degree is a three-year undergraduate programme with a focus on Physical Education and Sports Coaching for lifelong learning. The qualification recognises that people are physically educated throughout life, and therefore the programme provides a variety of exciting and creative learning experiences for students. The course combines physical education and coaching theory with applied practice, allowing students to study specialist coaching modules alongside core modules that integrate both disciplines. This combination provides a strong foundation for career development in both education and coaching pathways.

The programme is underpinned by Leeds Trinity University's institutional commitment to social justice, equality, diversity, and inclusion. Throughout the degree, students will engage with themes such as inclusive pedagogical practice, culturally responsive coaching, ethical leadership, and education for sustainable development. The design of the programme also aligns with the Curriculum for Social Justice (CfSJ), promoting student-led learning, critical reflection, and co-creation of knowledge to prepare socially responsible and ethically grounded practitioners.

The programme aims allow you to:

- Gain specialist preparation for postgraduate training and employment in sports coaching, performance coaching, and physical education, with a focus on developing coaching pedagogy, leadership, and athlete development.
- Develop the knowledge, skills, and competencies to work in sports coaching environments, including community, participation, and performance-based coaching settings.
- Apply scientific and pedagogical principles to coaching, enabling you to understand talent development, skill acquisition, and coaching methodologies in various sporting contexts.
- Learn through practical, applied experiences, including placements, simulated coaching environments, and real-world coaching scenarios, ensuring you are prepared for a variety of coaching roles.
- Be assessed through a variety of practical and theoretical methods, allowing you to showcase your strengths in coaching, teaching, leadership, and critical reflection.
- Develop personal and transferable skills needed for graduate employment, equipping you to be a confident, adaptable, and independent coaching professional.
- Enhance your career options by combining physical education and sports coaching, allowing you to progress into roles that involve both teaching and coaching, such as specialist sports coaching, coach education, talent development, or school-based coaching programmes.

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 (postgraduate) (E) or attributes and skills (undergraduate) (AS)

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

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

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| K1 | Justify the biopsychosocial benefits of physical education and sport coaching and critically appraise how policy, strategy and practice apply to enhance our understanding. |
| K2 | Summarise how the integration of interdisciplinary subjects such as pedagogy, science, psychology, sociology, and philosophy are applied within a physical education and sport coaching context. |
| K3 | Compare and contrast the complex individual needs of all learners and participants from a holistic, biopsychosocial, and non-discriminatory perspective and exhibit a profound and mature understanding of the role of the teacher or coach in promoting inclusion and social justice. |
| K4 | Draw on a comprehensive level of subject and curriculum knowledge relating to physical education and sport coaching including the practical activities. |
| I1 | Justify, appraise, and select underpinning research and knowledge within physical education and sport coaching. |
| I2 | Solve interdisciplinary problems by identifying questions and designing interdisciplinary strategies to achieve a solution or range of solutions within complex and unpredictable contexts. |
| I3 | Critically analyse how ethics, values, and institutional principles—including equality, diversity, and inclusion—impact pedagogical practice and decision-making in physical education and sport coaching. |
| I4 | Judge and compare complex arguments, assumptions, abstract concepts, and data to make independent judgements relating to physical education and sport coaching. |
| I5 | Defend and justify a point of view, being aware of the ambiguity and limits of knowledge, whilst evaluating perspectives and schools of thought within physical education and sport coaching. |
| P1 | Prepare, justify, and evaluate comprehensive, well-structured learning activities and lessons thereby responding to the needs of all pupils or participants, demonstrating inclusion and equity. |
| P2 | Accurately and objectively communicate, deliver, and teach a variety of complex information, ideas, problems and solutions to specialist and non-specialist audiences in physical education and sport coaching. |
| P3 | Select, justify, and accurately deploy established techniques of observation, assessment, analysis and diagnosis within a practical physical education and sport coaching setting to enhance teaching and learning. |
| P4 | Employ advanced methods and techniques to review, consolidate, extend and apply their knowledge and understanding of physical education and sport coaching, and to initiate and carry out research and projects. |

Attributes and Skills Outcomes (undergraduate degree programmes)

AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;

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| AS2 | Research & Thinking Critically - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action; |
| AS3 | Digital Confidence - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches; |
| AS4 | Adaptability - the ability to make the most of changing circumstances and adapt to new conditions; |
| AS5 | Resilience - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events; |
| AS6 | Professional Outlook - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals; |
| AS7 | Effective Communication - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts; |
| AS8 | Ethics, Diversity, Sustainability - making a positive impact on society and the environment as a whole; |
| AS9 | Enterprise and Entrepreneurship - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project. |

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

There are no PSRB requirements for this programme, but it is congruent with and mapped against the Teaching Standards. In addition, the design of the programme has been informed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). Specific modules have been aligned with the professional standards for Personal Trainer and Exercise Referral Practitioner, supporting students in achieving industry-recognised awards alongside their degree. CIMSPA has also provided feedback during programme development, ensuring the curriculum meets current employer expectations and reflects sector needs.

The programme is also congruent (where relevant) with the QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism (November 2019).

4. Learning outcomes for subsidiary awards

| Guidance | <p>Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> |
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| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> | <p>On successful completion of 120 credits at Level 4, students will have demonstrated ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the disciplines of Physical Education and Sports Coaching; ii) make sound judgements in accordance with basic Physical Education and Sports Coaching theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within Physical Education and Sports Coaching; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to Physical Education and Sports Coaching.</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>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 within Physical Education and Sports Coaching; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques to research and applied practice in Physical Education and Sports Coaching; 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>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 within Physical Education and Sports Coaching; ii) critical evaluation of approaches to solving problems in a Physical Education and Sports Coaching 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; |

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.

5. Content

Summary of content by theme (providing a 'vertical' view through the programme)

The programme is thematically designed using six academic themes:

- Psychology
- Sociology and Social Justice
- Science
- Pedagogy
- Philosophy, Policy and Practice
- Personal and Professional Development for Employability

You will study these in a multi-disciplinary manner, with modules integrating key themes to provide a connected and applied learning experience. Throughout the degree, you will explore issues of Social Justice, Equality, Diversity and Inclusion (EDI) and their impact on coaching practice, physical education, and participation in sport.

The programme places a strong emphasis on the development of inclusive and ethical practitioners. Through explicit integration of the University's Curriculum for Social Justice, students will explore how power, privilege, discrimination, and structural inequality shape physical activity, sport, and education. Themes of EDI are embedded within module content, assessments, and placement opportunities, equipping students to advocate for inclusive practice and positive social change in their professional contexts.

At Level 4, you will transition into higher education, developing academic, research, and practical coaching skills. Theories relating to the core themes are embedded within practical application, allowing you to explore skill acquisition, tactical decision-making, and effective teaching and coaching strategies. A multidisciplinary coaching module will introduce key coaching methodologies alongside practical PE delivery, helping you develop fundamental teaching and coaching skills. Modules will also cover policy and practice, pedagogy, and sport science fundamentals relevant to coaching and education settings.

At Level 5, you will refine your coaching and teaching practice, applying critical analysis to participant development, teaching and coaching models, and pedagogical approaches. You will explore the needs of different participants, developing an understanding of motivation, skill progression, and learning environments. A placement module will provide practical experience in coaching, PE, or sport development, either in the UK or abroad. You will also study strength and conditioning coaching, focusing on physical preparation and performance development, a key area for those pursuing coaching careers.

At Level 6, you will become a more independent and critical thinker, using knowledge gained from previous levels to shape your professional identity. You will explore contemporary issues in PE and coaching, focusing on inclusive practice, health promotion, and athlete/participant development. Coaching modules will emphasise developing expertise in sport coaching and professional development, ensuring you are prepared for a career in coaching, teaching, or sport leadership. By the end of the programme, you will be well-positioned to progress into a variety of careers in physical education, sports coaching, talent development, and sport management.

Please note that some professional roles (e.g. qualified teacher status or advanced coaching positions) may require additional postgraduate training or certification, depending on the sector and context.

6. Structure

BA (Hons) PHYSICAL EDUCATION AND SPORTS COACHING

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

Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2026

Core: Students are required to take:

| Code | Title | Semester | Credits | Part Time |
|---------|---|----------|------------|-----------|
| SHN4203 | Introduction to Teaching and Coaching 1 (Skill Acquisition) | Sem 1 | 30 credits | Year 1 |
| SHN4333 | Multidisciplinary Coaching in Context | Sem 2 | 30 credits | Year 1 |
| SHN4213 | Policy and Practice in Sport and Physical Education | Sem 1 | 30 credits | Year 2 |
| SHN4233 | Introduction to Teaching and Coaching 2 (Tactics and Decision Making) | Sem 2 | 30 credits | Year 2 |

Level 5 – with effect from September 2027

Core: Students are required to take:

| Code | Title | Semester | Credits | Part Time |
|---------|--|-----------|------------|-----------|
| SHN5155 | Working in Sport and Wellbeing | Sem 1 & 2 | 15 credits | Year 1 |
| SHN5165 | Contemporary Issues in Sport and Wellbeing | Sem 1 | 15 credits | Year 1 |
| SHN5293 | Understanding the Participant 1 – Sociology of Physical Education and Coaching | Sem 1 | 30 credits | Year 2 |
| SHN5303 | Applied Pedagogy – Models Based Practice in Physical Education and Coaching | Sem 2 | 30 credits | Year 1 |

Option: Students are required to choose 30 credits from:

| Code | Title | Semester | Credits | Part Time |
|---------|--|----------|------------|-----------|
| SHN5313 | Scientific Principles of Teaching and Learning in Physical Education | Sem 2 | 30 credits | Year 2 |
| SHN5273 | Biomechanics and Human Performance for Strength & Conditioning | Sem 2 | 30 credits | Year 2 |

Level 6 – with effect from September 2028

Core: Students are required to take:

| Code | Title | Semester | Credits | Part Time |
|---------|---|-----------|------------|-----------|
| SHN6253 | Sport and Wellbeing Project | Sem 1 & 2 | 30 credits | Year 1 |
| SHN6353 | Current Debates in Physical Education and Sport | Sem 1 | 30 credits | Year 2 |
| SHN6373 | Inclusive Physical Education | Sem 1 | 30 credits | Year 1 |

Option: Students are required to choose 30 credits from:

| Code | Title | Semester | Credits | Part Time |
|---------|---|-----------|------------|-----------|
| SHN6403 | Health Promotion and Exercise Referral | Sem 1 & 2 | 30 credits | Year 2 |
| SHN6313 | Advanced Performance Analysis for Sport | Sem 1 & 2 | 30 credits | Year 2 |

7. Learning, teaching and assessment

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

The School of Sport and Wellbeing at LTU aims to provide a set of dynamic, inclusive and career focused educational experiences. This approach aligns with the university's broader strategic goals of placing partnership and inclusion at the heart of how we teach, enhancing student retention and progression, fostering employability, and promoting social justice through education. In alignment with the Curriculum for Social Justice, the programme encourages a student-led, dialogic approach to teaching and learning. Students are active partners in co-creating their learning journeys, participating in curriculum design, assessment feedback, and reflective practice. Learning activities promote inclusive pedagogy and support students to engage critically with ethical and societal issues affecting sport and education. These principles are embedded across the curriculum and reflected in the choice of readings, case studies, assessment formats, and placement opportunities.

Students can expect to be partners in their learning journey, with all learning activity adopting a student-centred approach. Student feedback is integrated into all our programmes, and we strive to provide active and participatory learning experiences.

All programmes embed employability skills and career development opportunities within the curriculum. This includes practical placements, industry partnerships and the use of the Career Passport to track and showcase student skills and achievements. Teaching and learning are research-informed and our approaches to teaching and learning help students develop their enquiring minds, providing the skills and attributes needed to investigate real-world questions as they pertain to their subject and develop the research-specific skills needed for potential employment and further study.

In an effort to reflect the changing nature of the sporting and wellbeing industries we adopt a multi-modal pedagogical approach in the classroom. This includes active learning such as group work, problem-solving and practical and the use of digital tools and platforms in the form of simulations, online assessments and tools to foster student collaboration. Students are also encouraged to become reflective practitioners with our programmes offering students the chance to reflect on their journey and plan for their next steps. The programme reflects the Curriculum for Social Justice and integrates themes such as race equity, ethics and values, mental health and well-being, inclusion and accessibility, global perspectives, and sustainable development across all modules and learning activities. We will make use of formative assessment where the students work on assessment with feedback during the scheduled workshops and we transition students between levels using examples and exemplification materials. Aspects such as inclusivity and SEND will be heavily focused upon throughout the programme but there will be specific focus within certain modules such as Understanding the Participant (L5) and Inclusive Physical Education (L6).

With reference to physical education and sport coaching the students will be assessed in a variety of ways which are specifically related to teaching or coaching as a career. For example, aspects such as lesson and session planning, and delivery of lessons in a practical, classroom and community setting will be assessed. Some assessments will take place in the context of local schools or community or at LTU with visiting pupils / people. This makes the assessment more authentic. Students will be assessed using a range of authentic assessment methods that

are co-created to reflect real world challenges and tasks. Timely and constructive feedback will be provided as students prepare for assessment (formative) and at the end of the assessment period (summative). Peer to peer feedback mechanisms is also used to enhance the student community and develop responsibilities towards each other. Level four will include an integrated assessment in semester 2 where the students draw upon the practical skills learned in both semesters to deliver a learning activity

The School of Sport and Wellbeing approach to teaching and learning aims to create an exciting, supportive, engaging, and career-focused educational environment. The Physical Education and Sports Coaching programme integrates theoretical knowledge with applied practice, ensuring students develop the pedagogical, psychological, and physiological expertise required to be effective practitioners. Modules such as Multidisciplinary Coaching in Context and Understanding the Participant: Sociology of Physical Education and Coaching will allow students to explore the social, cultural, and behavioural factors influencing coaching and teaching practice.

Students will engage with Models-Based Practice in Physical Education and Coaching, applying evidence-based pedagogical approaches to skill acquisition, game-based learning, and tactical decision-making. Strength and Conditioning Coaching will provide insight into athlete development, physical preparation, and performance enhancement, while Developing Expertise in Sport will support professional identity development and reflective practice. Innovative digital coaching tools, video analysis, and performance feedback technologies will be embedded to enhance learning. Graduates will be well-prepared for careers in sports coaching, Physical Education teaching, talent development, and professional coaching environments.

7b) Programme learning outcomes covered

| Adjust LO codes as necessary. ↴ | Knowledge of role of PE & use of sources | Assessed learning outcomes of the programme | | | | | | | | | | | Skills development | | | | | | | | | |
|--|--|---|--------------------------------|--|--------------------------------------|-----------------------|-------------------------|----------------------------------|------------------------------------|---|--|-----------------------------|---------------------------------------|---------------------------|------------------------------------|---------------------------|---------------------|-------------------|-----------------------------|--------------------------------|--|--------------------------------------|
| | | K1 Interdisciplinary context | K2 The needs of the learner | K3 Curriculum and subject knowledge | K4 Knowledge & research appraisal | I1 Problem Solving | I2 Ethics and Values | I3 Communication of arguments | I4 Know the limits of knowledge | I5 Design / evaluate learning activities | P1 Communication and delivery in PE | P2 Analytical techniques | P3 Application of Research Methods | AS1 Work Independently | AS2 Research & Think Critically | AS3 Digital Confidence | AS4 Adaptability | AS5 Resilience | AS6 Professional Outlook | AS7 Effective Communication | AS8 Ethics, Diversity, Sustainability | AS9 Enterprise & Entrepreneurship |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | | | | | | | | | | | | | | | | | | | | | | |
| SHN4213 Policy and Practice in PE and Sport | | | | | | | | | | | | | | | | | | | | | | |
| SHN4203 Introduction to Teaching and Coaching 1 (Skill Acquisition) | | | | | | | | | | | | | | | | | | | | | | |
| SHN4333 Multidisciplinary Coaching in Context | | | | | | | | | | | | | | | | | | | | | | |
| SHN4233 Intro to Teaching and Coaching 2 (Tactics and Decision Making) | | | | | | | | | | | | | | | | | | | | | | |
| SHN5293 Understanding the Participant 1 – Sociology of PE and Coaching | | | | | | | | | | | | | | | | | | | | | | |
| SHN5303 Applied Pedagogy – Models Based Practice | | | | | | | | | | | | | | | | | | | | | | |
| SHN5155 Working in Sport and Wellbeing | | | | | | | | | | | | | | | | | | | | | | |
| SHN5165 Contemporary Issues in Sport and Wellbeing | | | | | | | | | | | | | | | | | | | | | | |
| SHN5313 Scientific Principles of Teaching and | | | | | | | | | | | | | | | | | | | | | | |

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| Learning in Physical Education | | | | | | | | | | | | | | | | | | | |
| SHN5273 Biomechanics and Human Performance for Strength & Conditioning | | | | | | | | | | | | | | | | | | | |
| SHN6383 Developing Expertise in PE and Sport | | | | | | | | | | | | | | | | | | | |
| SHN6253 Sport and Wellbeing Project | | | | | | | | | | | | | | | | | | | |
| SHN6393 Development of the Profession and the Professional | | | | | | | | | | | | | | | | | | | |
| SHN6353 Current Debates in PE and Sport | | | | | | | | | | | | | | | | | | | |
| SHN6313 Advanced Performance Analysis | | | | | | | | | | | | | | | | | | | |
| SHN6403 Health Promotion and Exercise Referral | | | | | | | | | | | | | | | | | | | |

8. Entry requirements

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| Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)? | Yes |
| Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable) | N/A |

9. Progression, classification and award requirements

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| 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, e.g. exclusion of Level 4 module marks from Foundation Degree classification) |
| The following regulations apply, together with the General Taught Academic Regulations: <ul style="list-style-type: none">• Bachelor's Degree Programme Regulations |

10. Prerequisites and additional information

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| Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i> |
| For the following modules students are required to pass the work placement/ professional challenge aspect of the module to be able to progress to the next level of study: <ul style="list-style-type: none">• SHN4233 Introduction to Teaching and Coaching 2 (Tactics and Decision Making)• SHN5165 Working in Sport and Wellbeing |

11. Additional support needs

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| 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. The programme aligns with Leeds Trinity's values of inclusion, social justice, and diversity. All teaching staff are committed to embedding inclusive practice in learning design, delivery, and assessment, ensuring that all students—regardless of background or identity—can thrive academically and professionally. The heavily practical nature of this course means that issues of inclusion are high on the priorities of every module since it is vital that all students can not only access the learning in a suitably practical way, but that you can experience and understand how practical activities can be made accessible for students of all abilities and other protected characteristics. You will experience this as a learner, when using our facilities on-campus, as well as seeing first-hand how this can be, and is, done in the workplace. All our staff are experienced in adapting |

activities and equipment to suit all needs and we always make wide use of disability sports and explicit differentiation to aid accessibility and the learning experience for all.