

PROGRAMME SPECIFICATION

1. General Information

Awarding Body/Institution:	Leeds Trinity University College
Teaching Institution:	Leeds Trinity University College
Professional Accreditation Body: (if applicable)	N/A
Award Title:	BA Single Honours
Title of Programme/Scheme:	Physical Education (Primary) and Sports Development
In the case of a Scheme of Study, indicate the other Scheme(s) with which it may be combined:	
Approved Start Date (month and year):	September 2008
UCAS Code:	CX61

2. Aims and Objectives

Aims of the programme

The programme aims to:

- Develop knowledge and understanding of children's development and a critical awareness of the role of physical activity in their lives inside school and within the community;
- Develop knowledge and skills which enable graduates to contribute to the Every Child Matters agenda: in particular, to provide physical activity experiences which enable children to 'be healthy', 'stay safe', and 'enjoy and achieve'.
- Develop professional knowledge and expertise as reflective practitioners through experience in schools and community settings.
- Develop the necessary knowledge, skills and experience to be able to work directly in the field of Sports Development for example as a Young People's Development Officer or an Extended Services or Community Activity Provider, and to enable students to pursue further training for a career in teaching at primary level.

Objectives/learning outcomes of the programme:

On successful completion of the PE (Primary) and Sports Development programme students will be able to:

- demonstrate knowledge and understanding of the historical, social and political context of Sports Development, its processes from planning to implementation, and its impact (K1)
- demonstrate knowledge and understanding of the performance of physical activity, its enhancement, monitoring and analysis (K2)
- demonstrate knowledge and understanding of the key issues in Physical Education and their relationship with sports development (K3)
- identify the relationship between physical activity and health and plan health promoting activities (K4)
- apply theory to the delivery of physical activity and primary Physical Education (K5)
- evaluate policies, practices and different approaches to solving problems within the context of Sports Development and primary Physical Education (K6)
- utilise subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the planning, practice, marketing and delivery of sports activities and primary Physical Education (P1)
- design, conduct and evaluate small scale research in Sports Development and/or Physical Education contexts (P2)
- research, describe and analyse information (I1)
- critically assess and evaluate evidence (I2)
- make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to the practice of Sports Development & Primary Physical Education and as areas of academic enquiry (I3)
- develop a reasoned argument and challenge assumptions (I4)
- reflect on practice demonstrating a readiness to undertake further professional development (T1)
- apply knowledge, understanding and problem solving skills within a professional context (T2)
- use ICT applications (T3)
- use effective organisational, planning, leadership, teaching, communication and presentation skills (T4)
- demonstrate the capacity for autonomous learning (T5)
- demonstrate interactive and group skills (T6).

Congruence with benchmarks

The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Physical Education (Primary) 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'.

3. Objectives for Certificates and Diplomas of Higher Education and Ordinary Degrees

This section should be retained, verbatim in all programme specifications:

Generic Objectives for the award of Certificate of Higher Education:

On successful completion of at least 100 credits, students will have demonstrated an ability to:

- 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;

and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.

Generic Objectives for the award of Diploma of Higher Education:

*On successful completion of at least 200 credits, students will have demonstrated, **in addition to the outcomes for a Certificate:***

- 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;

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 attachment or school based training component.

Generic Objectives for the award of an Ordinary Degree:

On successful completion of at least 260 credits, students will have demonstrated, in addition to the outcomes for a Diploma:

- 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;

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional attachments or school based training placements.

4. Content

Summary of overall content

Physical Education (Primary) 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 teaching with a specific focus in PE. 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 PE, in particular, Level 4 Active Children and Sports Development, Level 5 Event Management and Marketing and at Level 6, Sport and Physical Activity with Young People.

Social, cultural, political and economic factors influencing children's physical activity patterns are considered from historical and contemporary perspectives in the core sports development modules and the core preference modules, Cultures, Societies and Schools and Sport, Politics and History.

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.

Sports Development modules include current issues such as government policy, agencies and programmes eg. Youth Sports Trust, PE, School Sport and Club Links (PESSCL) strategy, gifted and talented programmes, volunteering, social inclusion, partnerships and policy evaluation.

Health issues and young people are examined in core modules in Levels 4 and 5 and in core preference modules at Levels 4, 5 and 6.

Research skills including data collection, qualitative and quantitative analysis is included in the Level 4 Research Methods/Psychology of Motor Performance and Development module. At Level 5, students enhance their knowledge and skills further through Research Methods and Researching Young People. 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 PE, students critically evaluate leadership issues and programmes in Sports Development and Physical Education for young people and for special populations. Students are able to select additional modules relating to health and/or young people and the wider community.

Ethical discussions are addressed by a number of core modules, e.g. within Level 4 Active Children/Sports Development, Level 5 Health Development through to Level 6 Community Sports Development. Risk assessment and health and safety issues are integral to all PE practical and applied sports development modules. There is an opportunity to widen knowledge about children and the law in Level 5.

Students are encouraged to take Governing Body awards and engage with the College Sports Volunteering Programme.

5. Structure

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

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

Total credit rating: 360

LEVEL 4

Please refer to the Prospectus for entry requirements.

Core: Candidates are required to take:

SHL4372	Active Children and Sports Development	Sem 1&2	20 Credits
SHN4102	Research Methods/Psychology of Motor Performance and Development	Sem 1&2	20 Credits
SHL4462	Primary Games, Athletics & Outdoor Adventurous Activities	Sem 1&2	20 Credits
SHL4412	Health in Young People	Sem 1&2	20 Credits
SHN4702	Professional Development and Placement 1	Sem 1&2	20 Credits

Options: Candidates are required to choose 20 option credits from:

SHL4472	Contemporary Issues in Sport	Sem 1&2	20 Credits
SHN4722	Performance Analysis and Enhancement	Sem 1&2	20 Credits

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

LEVEL 5

Entry requirements: minimum of 100 credits from Level 4 including SHN4702, or equivalent

Core: Candidates are required to take:

SHL5392	Event Management and Marketing	Sem 1&2	20 Credits
SHL5462	Psychology of Learning and Primary Gym and Dance	Sem 1&2	20 Credits
SHL5482	Research Methods and Researching Young People	Sem 1&2	20 Credits
SHL5492	Primary Swimming and Health Development	Sem 1&2	20 Credits

Either:

SHN5722	Professional Development and Placement 2	Sem 1&2	20 Credits
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Or:

SHN5692	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 Credits
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Options: Candidates are required to choose 20 option credits from:

CHY5012	Young People and the Law	Sem 1&2	20 Credits
SHL5362	Sport, Politics and History	Sem 1&2	20 Credits
SHN5622	Promoting Nutrition and Community Fitness	Sem 1&2	20 Credits

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

LEVEL 6

Entry requirements: minimum of 100 credits from Level 4 and 100 credits from Level 5 including SHN5722 or SHN5692

Core: Candidates are required to take:

SHN6602	Research Project	Sem 1&2	20 Credits
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Or

SHN6734 *	Dissertation	Sem 1&2	40 Credits
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SHL6482	Issues and Leadership in PE	Sem 1&2	20 Credits
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SHL6352	Community Sports Development and Special Populations	Sem 1&2	20 Credits
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Options: Candidates are required to choose 40 or 60 option credits from:

SHL6342	Sport in Society	Sem 1&2	20 Credits
SHL6452	Youth Sport/Young People and Health	Sem 1&2	20 Credits
SHL6412	Eating Disorders/Sports Nutrition	Sem 1&2	20 Credits
CHY6002	Childhood and Youth in Social Contexts	Sem 1&2	20 Credits
SHN6722	Physical Activity & Health Trainer	Sem 1&2	20 Credits
EDS6012	Contemporary Debates in Education	Sem 1&2	20 Credits
SHN6902	Professional Learning Through Work	Sem 1&2	20 Credits

Candidates are not eligible to take any modules outside of those stipulated above. This applies at all levels of the programme. * Students should normally have 60% plus in both the exam and the Research Proposal components(001 and 002) of Research Methods at Level 5 (SHL5302, SHL5482, SHN5662, SHN5852) and an overall 2i mean score for all Level 5 modules is required.

6. Learning, Teaching and Assessment

Statement of the strategy for Learning, Teaching and Assessment for the programme/scheme

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 in Level 6. The corresponding professional emphases of the programme are information gathering and research (Level 4), application of Sports Development or Primary Physical Education 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.

Level 4 has increased contact time for students with tutors to help us get to know the student needs better. 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 transferable skills. These lead to reflection and theorising through discussion and written work.

Assessment modes are varied but the balance of assessment favours coursework. Knowledge and understanding is assessed through essays, examinations, coursework files, oral presentations and project work. As students progress from Levels 1 to 3 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. Assessment takes place each semester.

6b) Module Details

Module	Learning and Teaching Methods	Form of Assessment				Teaching Staff
		Form	Magnitude	Weighting	Timing	
SHL4372 Active Children and Sports Development	Lectures, Practicals, Workshops, presentation	Exam Essay Oral Presentation	2 hours 1 x 1000 1 x 10-15 mins	50% 30% 20%	End of Sem 1 End of Sem 2 Mid Sem 2	J. McDonald (MC) J.Brunton C. Crossley
SHL4102 Research Methods/Psychology of Motor Performance and Development	Lectures, computer workshops, Practical Workshops	Practical File Movement analysis report	1 x 2000 1 x 2500	50% 50%	End of Sem 1 End of Sem 2	R. McDonald (MC) J.Perry
SHL4462 Primary Games, Athletics & OAA	Lectures, Seminars, Practical Workshops	File of Lesson Plans File of Lesson Plans	1 x 2000 1 x 2000	50% 50%	End of Sem 1 End of Sem 2	S.Rushton (MC)
SHL4412 Health in Young People	Lectures, Seminars, Tutorials, Workshops. presentations	Exam Oral Presentation Literature Review	2 hours 10 min 1 x 1200	50% 20% 30%	End of Sem 1 During Sem 2 End of Sem 2	N. Quinlan (MC)
SHN4702 Professional Development and Placement 1	Professional Placement, Lectures, Workshops, Tutorials	Professional Development Portfolio Placement Report Practical Performance	1 x 1500 1 x 2000	40% 60% Pass/Fail	Spread over 4 months 1 wk after placement During Placement	K. Grace (MC)
SHL4472 Contemporary Issues in Sport	Lectures, Seminars, Workshops, Tutorials	Assessed Essay Presentation Seminar notes	1 x 2000 10 mins 1 x 1000	50% 20% 30%	End of Sem 1 During Sem 2 During Sem 2	P McDonald (MC)

Module	Learning and Teaching Methods	Form of Assessment				Teaching Staff
		Form	Magnitude	Weighting	Timing	
SHN4722 Performance Analysis and Enhancement	Lectures, practical teaching workshops, lab practical, seminars	Exam	2 hours	50%	End of Sem 1	Kirstie Grace Mark Hopkins
		Case Study	2000 words	50%	End of Sem 2	
SHL5392 Event Management and Marketing	Lectures, Workshops, Student Presentations, Practicals, Event participation	Report	1 x 1500	30%	End of Sem 1	C. Crossley (MC) J.McDonald
		Group Oral Presentation Report	1 x 2000	20% 50%	End of Sem 1 End of Sem 2	
SHL5462 Psychology of Learning and Primary Gym and Dance	Lectures, Seminars, Practical Workshops	Learning File relating theory to Practice	1 x 2500	50%	End of Sem 1	S.Rushton (MC) C Crossley
		Planning File	1 x 2000	50%	End of Sem 2	
SHL5482 Research Methods and Researching Young People	Lectures, Workshops, Student Presentations, Tutorials	Exam	1 hours	25%	End of Sem 1	P. McDonald (MC) C. Crossley
		Assignment Research project	1250 words 2500 words	25% 50%	End of Sem 1 End of Sem 2	
SHL5492 Primary Swimming and Health Development	Lectures, workshops, seminars	File of lesson Plans	1 x 1000	30%	End of Sem 1	S. Rushton (MC) R. McDonald
		Essay Exam	1 x 1000 1 x 2 hours	20% 50%	End of Sem 1 End of Sem 2	
SHN5722 Professional Development and Placement 2	Professional Placement, Lectures, Tutorials	Professional Development Portfolio Placement Report Practical Performance	1 x 1500 1 x 3000 Pass/Fail	30% 70% Pass/Fail	Sem 1 End of Placement During Placement	C.Crossley (MC)

Module	Learning and Teaching Methods	Form of Assessment				Teaching Staff
		Form	Magnitude	Weighting	Timing	
SHN5692 Volunteering in Sport Health & Nutrition	Lectures/workshops, tutorials	Professional Development Portfolio	1500 words	30%	Sem 1	J. Perry (MC)
		Placement report	3000 words	70%	1 week after placement	
		Practical performance	Pass/Fail	Pass/Fail	During placement	
CHY5012 Young People and the Law	Lectures, seminars, tutorials	Essay Exam	1 x 2000 1 x 2hrs	50% 50%	End of Sem 1 End of Sem 2	K. Brain (MC)
SHL5362 Sport, Politics and History	Lectures, Seminars, Tutorials	Essay Individual report of case Study	1 x 2000 1 x 2500	50% 50%	End of Sem 1 End of Sem 2	P. Salisbury (MC) P. McDonald
SHN5622 Promoting Nutrition/Community Fitness	Lectures, workshops, seminars	Case study written report	1 x 2000	50%	End Sem 1	Ieva Alayunte (MC) N Eccles
		Practical teaching and written plan	1500 equiv	50%	End Sem 2	
SHN6152 Research Project	Lectures, tutorials	Research Proposal	1,000 words	20%	End Semester 1	Phil McDonald
		Research Report	6,000 words	80%	End Semester 2	
SHN6164 Dissertation	Lectures, tutorials	Research Proposal	1,000 words	Pass/Fail	Mid Semester 1	Ian Kenvyn
		Written Dissertation	10,000 words	80%	End Semester 2	
		Oral Presentation	10 minutes	20%	End Semester 2	
SHL6482 Issues and Leadership in PE	Lectures, Practical Workshops, Seminars	Exam Essay	1 x 2 hours 1 x 2000	50% 50%	End of Sem 1 End of Sem 2	S. Rushton (MC)

Module	Learning and Teaching Methods	Form of Assessment				Teaching Staff
		Form	Magnitude	Weighting	Timing	
SHL6352 Community Sports Dev't and Special Populations	Lectures, Practical Workshops, Seminars, tutorials	Report	2000 words	35%	Sem 1	Catherine Rowlands
		Oral Presentation	Oral	15%	Sem 1	
		Report	2500 words	50%	Sem 2	
SHL6342 Sport in Society	Lectures, Seminars, Tutorials	Essay Exam	1 x 2500 1 x 2 hours	50% 50%	End of Sem 1 End of Sem 2	P Salisbury
SHL6432 Youth Sport/Young People and Health	Lectures, Seminars, Workshops	Essay	2000 words	50%	End of Sem 1	P McDonald N Quinlan
		Project	2500 words	50%	End of Sem 2	
SHL6412 Eating Disorders/Sports Nutrition	Lectures, Seminars, Tutorials	Interview Transcript analysis and report	2-2500	50%	End of Sem 1	Lourdes Santos Merx
		Case study report	2-2500	50%	End of Sem 2	
CHY6002 Childhood and Youth in Social Contexts	Lectures, Seminars, Tutorials	Essay	1 x 2500	50%	End Sem 1	R. Steele (MC)
		Unseen examination	1 x 2 hours	50%	End Sem 2	
SHN6722 Physical Activity & Health Trainer	Lectures, Seminars, Workshops, Practical, Tutorials, Independent experience	Essay	1 x 2000	40%	End of Sem 1	N. Eccles (MC)
		Report	1 x 2500	60%	End of Sem 2	
EDS6012 Contemporary Debates in Education	Lectures, seminars and workshops	Group Presentation and rationale	1 x10 mins 1 x 1000	50%	End of Sem 1 End of Sem 1	K Brain (MC)
		Essay	1 x 2000	50%	End of Sem 2	

Module	Learning and Teaching Methods	Form of Assessment				Teaching Staff
		Form	Magnitude	Weighting	Timing	
SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	Project and Negotiation	1,000 words equiv	Pass/Fail	Mid Semester 1	Ian Kenvyn
		Project report and Reflections	4,000 words	75%	End Semester 2	
		Oral Presentation	15 minutes	25%	End Semester 2	

6c) Programme Objectives Covered

	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6	
Level 4																					
SHL4372																					
SHL4412																					
SHN4102																					
SHL4462																					
SHL4472																					
SHN4702																					
SHN4722																					
Level 5																					
SHL5362																					
SHL5392																					
SHL5462																					
SHL5482																					
SHL5492																					
SHL5622																					
SHN5722																					
CHY5012																					
SHN5692																					
Level 6																					
SHL6352																					
SHL6482																					
SHN6602																					
SHN6722																					
SHN6734																					
CHY6002																					
EDS6012																					
SHN6902																					
SHL6342																					
SHL6432																					
SHL6412																					

7. Prerequisites

Details of prerequisites
(modules which **must** be passed before enrolment on a module at a higher level)

8. Progression and Award requirements

Details of progression and award requirements
(modules which **must** be passed for progression and award)

See college regulations

9. External examining arrangements

The two External Examiners currently responsible for the other SHN programmes and Schemes will externally examine SHN modules. The External Examiners for Education Studies and Childhood and Youth will examine these modules.

10. Additional Information

Two six week professional placements take place, one each in Level 4 and 5. The placement should normally be in Sports Development, PE or a combination. At Level 5 the placement may be replaced by the Volunteering module.

11. Additional support needs

Students with disabilities or other support needs are welcome and will be able to participate fully in the course. Arrangements will be made to accommodate students with additional support needs wherever possible.