



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Secondary Education, Physical Education and Sport
Subsidiary award(s) <i>(if any)</i>	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	2 years full-time
Start date <i>(this version) (month and year)</i>	September 2013
Periodic review next due <i>(acad. year)</i>	
UCAS course code & code name	
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The BA (Hons) Secondary Education, Physical Education and Sport is designed to provide an academic and professional programme for the development of practitioners working with secondary aged young people. Graduates will be able to make a positive contribution to the learning of young people, due to their ability to apply theoretical knowledge to the practical environment of school or other relevant environments. Knowledge and understanding of both educational theories and practice will be developed with a particular focus of learning in physical education and sport.</p> <p>This programme would provide knowledge, understanding and skills for graduates to work with young people in schools or the wider community. The aim is also to provide an accelerated route, following the rise in tuition fees, to attract students who may want to pursue a possible career in teaching as a progression route. The 2 year programme could enable them to become a qualified teacher by following a Post Graduate Certificate in Education (PGCE) within 3 years. However, the 2 year programme, for those who have the ability and commitment to achieve a degree in 2 years, means that they could enter the work place a year earlier than traditional 3 year degree programmes.</p> <p>The aims of the programme are:</p>

1. To offer a challenging and stimulating learning experience within the subject areas of Secondary Education, Physical Education and Sport.
2. To enable students to make links between concepts and theories and apply these to their professional development.
3. To offer a range of teaching and learning approaches, including the acceleration of the degree programme, using the technology and facilities available so as to meet all students' individual learning needs.
4. To ensure that graduates can meet the continually changing needs of the children's workforce environment, through their reflective, professional approach.
5. To provide specialist knowledge in PE and sport, linking to key public health issues and policies.
6. To provide specialist knowledge in Education Studies and the secondary environment.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

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

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

Degree programmes should enable students to demonstrate that they have acquired the ability to understand theoretical knowledge and research evidence about / to be able to:

- | | |
|-----|--|
| K1 | The processes of learning, including some of the key paradigms and their impact on educational practices. |
| K2 | The effects of cultural, societal, political, historical, economic and curricular developments and contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice. |
| K3 | Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organisation. |
| K4 | The complex interactions between education and its contexts, and relationships with other disciplines and professions. |
| K5 | The key issues in Physical Education. |
| K6 | The physiological, psychological, social, environmental and economic aspects of sport and physical activity for young people. |
| K7 | The performance of physical activity, its enhancement, monitoring and analysis. |
| K8 | The relationship between physical activity and health and application of understanding to sport and health promoting activities. |
| K9 | Apply theory to the effective delivery of Secondary Physical Education and Sport. |
| K10 | Evaluate policies, strategies and practices within the context of Secondary Physical Education and Sport. |
| K11 | Plan, organise, manage and evaluate sport. |
| P1 | Utilise subject specific skills such as planning, observing, evaluating, organising, supporting teaching, risk assessment and client profiling, in the delivery of progressive learning. |
| P2 | Design, conduct and evaluate small scale research in Education, Physical Education and Sport contexts. |
| I1 | Research, describe and analyse information. |
| I2 | Critically assess and evaluate evidence. |
| I3 | Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities as they apply to the |

- practice of Education, Physical Education and Sport as areas of academic enquiry.
- I4 Develop reasoned arguments and challenge assumptions
 - E1 Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactively, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
 - E2 Team working – 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 The world of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty

See also the generic objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB requirements)

The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Sport and Physical Education 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 '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' – in relation to the context of Physical Education.

The learning outcomes are congruent with the QAA subject benchmarks for Education Studies. Essentially, Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts. In addition, students will be introduced to the Standards related to teaching but will not gain QTS.

Learning outcomes for subsidiary award(s)

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 at least 120 credits, 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 at least 240 credits, 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 at least 300 credits, 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

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p><i>Typically 150 to 200 words</i></p> <p>The 2 year programme is enabled by shortening the student vacation periods that would normally be provided on a 3 year degree, for example students typically get nearly 3 months vacation in the 3 year programme, whereas those following the 2 year programme will get 1 month vacation during the summer. The number of taught hours across the 2 years is comparable to the number students receive on the 3 year programme, the difference is that the Placement period runs alongside the taught modules during the 2 year programme as opposed to as a separate block in the 3 year programme thus, enabling time to be condensed in the Academic Year (AY). This is modelled in Figure 1 and Figure 2 attached as an Appendix to the NP3. The programme will recruit students who are capable of following such a programme; this will be achieved by interviewing all potential</p>

candidates and selecting via the UCAS forms. The normal entry requirements are 320 points. The recruitment team will look to accept students who evidence commitment, motivation and maturity to study at the pace illustrated by Figure 1.

At Level 4 students will cover the core Secondary school environment and gain knowledge in the learning and development of secondary age children. They will be introduced to the historical, sociological, philosophical and political background to, and influences on, the current Secondary Education environment. Specialist knowledge will be gained within Physical Education (PE) in the Secondary School, covering skill acquisition, health related exercise and the core areas of the National Curriculum for PE relating to games, athletics and Outdoor and Adventurous Activities (OAA). Theoretical analysis of the context and nature of all components of the Secondary 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.

To address the rationale for physical activity and sport, Active Children will cover the current levels of physical activity and guidelines for young people being active. Benefits of being active including physiological, prophylactic, psychological and social aspects will be covered along with the determinants and influences- psychological, social, environmental and economic. Current research and practice relating to active children will be reviewed.

Research methods will also be covered at Level 4 in Researching Children and Young People and Level 5 Organising and Managing Sport, covering both quantitative and qualitative methods, to give key underpinning knowledge required for application at Level 5 and Level 6. Specific reference to ethical issues working with young people will be addressed.

Placements will be provided at Level 4, 5 and 6 where students will have one Placement focusing on Secondary Education generally, Placement two focusing on PE in Secondary schools or in Community Sport and in Placement three students will be able to select their specialist area within Secondary schools. This will enable students to gain additional professional experience to the Leeds Trinity 3 year programmes to ensure that they are well equipped to take a post graduate teaching route following the 2 years.

Level 5 further provides knowledge and understanding in PE covering pedagogical content knowledge relating to gym, dance and swimming in addition to theoretical underpinnings. Health related exercise, risk assessments and key issues in PE will be covered. In addition, Level 5 gives students the knowledge, understanding and practical skills in organising and managing sport using sport events within either the school or community settings. An applied research opportunity to evaluate their event will give practice and further knowledge in use and analysis of research. This is done along side the development of knowledge and understanding in the core Secondary subjects and a module developing knowledge and application in working with others. They will gain an understanding of the role of the teacher as one of the members of the team around the young person. This will include study of how vulnerable young people and families are supported by health, social and educational professionals.

At Level 6 students have the option to select modules to tailor their degree at this stage to a more schools based focus or one that enables students to focus more on community sport or other work with young people. This is enabled by the option to take the Professional Learning through work module that is a negotiated work project taken for one or more employers. In addition to this, students can select either the Research Project or Dissertation that provide opportunities for more independent study and can focus on an area that may enhance their curriculum vitae (CV). Further work in Youth Sport and Health will provide more knowledge relevant to both the PE environment and community sport.

The key area achievement and diversity in Secondary Education is a core for all students whilst the option of taking a module in New Technologies is also available in the final year.

Ethical discussions are addressed by the core research modules, e.g. within Level 4 Researching Children and Young People and Level 6 Research Project/Dissertation. Risk assessment and health and safety issues are integral to all PE practical modules and within Organising and Managing Sport.

Students are encouraged to take Governing Body awards and engage with the University Sports Volunteering Programme to provide them with valuable extra curricular work and qualifications to enhance their CV and student experience.

6. Structure

BA (HONS) SECONDARY EDUCATION, PHYSICAL EDUCATION AND SPORT (Single Honours)

Duration: 2 years full-time / 4 years part-time
Total credit rating: 360

Level 4 – with effect from September 2013

Core: Candidates are required to take:

SEA4002 Introduction to Education	Year 1, Term 1	20 credits
SEA4012 Learning and Development	Year 1, Term 1	20 credits
SHA4322 Secondary Physical Education 1	Year 1, Term 1	20 credits
SHA4452 Researching Children and Young People	Year 1, Term 1	20 credits
SHA4442 Active Children and Secondary Physical Education 2	Year 1, Term 2	20 credits
SEA4022 Professional Development and Placement (Education)	Year 1, Term 2	20 credits

Level 5

Entry requirements: 120 credits from Level 4

Core: Candidates are required to take:

SEA5002 Inclusion and SEN	Year 1, Term 3	20 credits
SEA5012 Issues in Secondary Education	Year 1, Term 3	20 credits
SHA5232 Secondary Physical Education 3	Year 1, Term 3	20 credits
SHA5282 Organising and Managing Sport	Year 1, Term 3	20 credits
SEA5022 Working With Others	Year 2, Term 1	20 credits
SHA5292 Professional Development and Placement (PE and Sport)	Year 2, Term 1	20 credits

Level 6

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

Candidates are required to take 60 or 80 credits in Term 2 and 60 or 40 new credits in Term 3

Core: Candidates are required to take:

SHA6272 Issues and Leadership in PE	Year 2, Term 2	20 credits
SEA6002 Achievement and Diversity	Year 2, Term 2	20 credits
SEA6022/SHA6322 Professional Development and Placement 2 (Specialist)	Year 2, Term 3	20 credits

Either: SHA6152 Research Project Year 2, Term 2 & 3 20 credits

Or: SHA6164 Dissertation* Year 2, Term 2 & 3 40 credits

*SHN6164 Dissertation cannot be taken without permission from the Module tutor, following approval candidates will be required to Drop module SHN6152 and a further 20 option credits. Students should normally have 60% for all components of Research Methods at Level 5 and an overall 2i mean score for all Level 5 modules is required.

Options	SHA6192 Professional Learning Through Work	Year 2, Term 2 & 3	20 credits
	SHA6232 Youth Sport and Health	Year 2, Term 3	20 credits
	SEA6012 New Technologies in Secondary Education	Year 2, Term 3	20 credits

7. Learning, teaching and assessment

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

Reference should be made to the College LTA Strategy.

Teaching reflects our understanding of good practice in learning and teaching; combining the best of interactive learning with a development of the students' independent learning skills related to reading; research; reflection and evaluation. Tutors across the programme model effective use of interactive whiteboards; technologies; practical activities and group work as well as challenging debate and reflection of new theoretical material.

Level 4 and 5 have increased contact time for students with tutors to help us get to know the student needs better and develop effective partnerships to support learning. 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. Increased contact at Level 4 and 5 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.

Assessment modes are varied but the balance of assessment favours coursework. Knowledge and understanding is assessed through essays, examination, coursework files, oral presentations and project work. As students progress from Levels 4 to 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed through, for example, lesson planning, reflective record of teaching, case studies and the professional placements. The varied nature of assessments reflects both the needs of the students and develops skills valued by employers.

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

Tutorial support on a 1 :1 will help students to reflect on their performance as an on-going tool to enable students to be aware of how well they are doing in achieving deadlines and working at the rate expected by the 2 year programme where effectively the nature of teaching and learning will be the same as the 3 year programmes but the breaks between modules or years will be reduced. In addition, working in schools on placement whilst also spending 1 or 2 days a week at University will also require the balance of workload to be acknowledged and supported.

7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SEA4002 Introduction to Education	Lecture; Seminars; Guided Independent study	Essay	4000 words	100%	End of module	Andy Brownless + Stephen J Wilkinson	
SEA4012 Learning and Development	Lecture; Seminars; Guided Independent study	Presentation (Group) Rationale (Individual)	15 minutes 3000 words	30% 70%	End of module End of module	Andy Brownless	
SHA4322 Secondary Physical Education1	Peer teaching; Lectures; Practicals; Guided independent study	Planning File Practical	4000 word equivalent	100% Pass/Fail	Throughout Throughout	Graham Turner + Sue Rushton	
SHA4452 Researching Children and Young People	Lecture; Seminars; Guided Independent study	Portfolio	4000 word equiv	100%	Throughout the module	Ian Kenvyn + John Perry	
SHA4442 Active Children and Secondary Physical Education 2	Peer teaching; Lectures; Practicals; Guided independent study	Planning file Exam Practical	2000 word equiv 2 hours	50% 50% Pass/Fail	End of module End of module End of module	Joanna McDonald + Graham Turner	
SEA4022 Professional Development and Placement (Education)	Scheduled learning and teaching activities School-based experience	Portfolio	4000 word equiv	100%	End of module	Andy Brownless	

SEA5002 Inclusion and SEN	Lectures; Tutorials; Guided independent study	Case study Essay	2000 words 2000 words	50% 50%	Mid module End of module	Rachel Rudman	
SEA5012 Issues in Secondary Education	Lectures; Tutorials; Guided independent study	Audit of Behaviour and Behaviour Management Strategies Essay	1500 words 2500 words	40% 60%	End of module End of module	Andrew Pearce	
SHA5232 Secondary Physical Education 3	Peer teaching; Lectures; Practicals; Guided independent study	Planning file Practical	4000 word equivalent	100% Pass/Fail	Throughout Throughout	Sue Rushton + Graham Turner	
SHA5282 Organising and managing Sport	Lectures,Workshops,; Tutorials, Practical, Event Delivery Guided independant study	Group oral presentation Written report	1 hour 2000 words	50% 50%	Mid module End of module	Catherine Rowlands	
SEA5022 Working With Others	Lectures; Tutorials; Guided independent study	Presentation (Individual) Essay/rationale	10 minutes 3000 words	30% 70%	Mid module End of module	Andrew Pearce	
SHA5292 Professional Development and Placement (PE and Sport)	Lectures, tutorials with placement tutor and professional mentor, placement, guided independent study	Professional development portfolio Practical performance	4000 words	100% Pass/fail	End of module End of module	Sue Rushton	
SHA6272 Issues and Leadership in PE	Lectures; Workshops; Practical; Guided independent study	Essay	4000 words	100%	End of module	Sue Rushton	
SEA6002 Achievement and Diversity	Lectures; Tutorials; Guided independent study	Case study report Essay	2000 words 2000 words	50% 50%	Mid module End of module	Amanda Fulford	

SEA6022/SHA6322 Professional Development and Placement (Specialist)	Professional training, guided independent study	Assessment booklet Refelective Pratical	4000 words	100%	End of module	tbc	
SHA6152 Research Project	Lectures; Tutorials; Guided independent study	Research proposal Ethics submission Project report	1000 words 500 words 6000 words	20% Pass/Fail 80%	Mid module Mid module End of module	Philip McDonald	
SHA6164 Dissertation	Lectures; Tutorials; Presentation Guided independent study	Research Proposal Written dissertation Oral presentation	1000 words 10000 words 20 mins	Pass/Fail 80% 20%	Mid module End of module End of module	Jon Radcliffe	
SHA6192 Professional Learning Through Work	Lecture; Seminar/tutorial support; Guided independent study	Proposal Project report Presentation	1000 words 4000 words 15 minutes	Pass/Fail 75% 25%	Mid module End of module End of module	Ian Kenvyn	
SHA6232 Youth Sport and Health	Lectures; Seminars; Workshops; Student presentations; Guided independent study	Coursework Project report	2000 words 2000 words	50% 50%	End of module End of module	Philip McDonald Nina Quinlan	
SEA6012 New Technologies in Secondary Education	Lectures, tutorials, guided independent study	Portfolio of ICT Resources with critical evaluation	4000 word equiv	100%	End of module	Stephen Wilkinson	

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development															
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8		
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																											
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	The processes of learning	The effects of cultural, societal, political, historical & economic contexts.	Formal & informal contexts for learning.	The complex interactions between education.	The key issues in Physical Education.	The physiological, psychological, social, environmental & economic aspects of sport.	The performance of physical activity.	The relationship between physical activity & health.	Apply theory to the effective delivery of Secondary Physical Education & Sport	Evaluate policies, strategies & practices within the context of Secondary Physical Education	Plan, organise, manage & evaluate sport.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility	Develop reasoned arguments and challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate small scale research in Education, Physical Education and Sport contexts.	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business awareness / customer awareness		
SEA4002 Introduction to Education																											
SEA4012 Learning and Development																											
SHA4322 Secondary Physical Education1																											
SHA4452 Researching Children and Young People																											
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	Assessed learning outcomes of the programme											Skills development													
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	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.	The processes of learning	The effects of cultural, societal, political, historical & economic contexts.	Formal & informal contexts for learning.	The complex interactions between education.	The key issues in Physical Education.	The physiological, psychological, social, environmental & economic aspects of sport.	The performance of physical activity.	The relationship between physical activity & health.	Apply theory to the effective delivery of Secondary Physical Education & Sport	Evaluate policies, strategies & practices within the context of Secondary Physical Education	Plan, organise, manage & evaluate sport.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility	Develop reasoned arguments and challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate small scale research in Education, Physical Education and Sport contexts	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHA6272 Issues and Leadership in PE																									
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SHA6152 Research Project																									
SHA6164 Dissertation																									
SHA6192 Professional Learning Through Work																									
SHA6232 Youth Sport and Health																									
SEA6012 New Technologies in Secondary Education																									

8. Entry requirements

A strong rationale must be provided for any deviation from the following norms:

Honours degree programmes
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, of which at least 3 should be GCE or VCE 'A' levels equivalent to ABB (320 UCAS points)</p> <p>In addition, all applicants are required to have attained GCSE English language, mathematics and science at grade C (or equivalent).</p> <p>Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg.</p> <ul style="list-style-type: none">• Certificate of Proficiency in English; Certificate in Advanced English;• Business English Certificate (Higher);• Certificates of English Language Skills (Higher);• International English Language Testing System (IELTS) (Band Score 6 or above) <p>Other non-certificated requirements: students will require previous experience of the Secondary school, or equivalent, environment.</p> <p>Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the College's Assessment of Prior Learning (APL) procedures</p>

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 <u>must</u> be achieved in a specific module; any deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
<p>Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.</p>

10. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.

11. External examining arrangements

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each)
<p>External examining will be via the SHN existing arrangements for undergraduate provision.</p>

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees)

Students are expected to attend 100% in all modules. Attendance that falls below 75% in the PE modules will fail and students will be required to re-sit each module at the discretion of the Head of Department. Resits and DFOs will be carried out within the designated re-sit period for the 2 year programmes.

Where a student fails one or more module at Level 4 and 5, they will take their re-sits in the designated re-sit period for the 2 year PE and sport programmes and be provisionally registered onto the next level; at Level 6 they will be able to take their re-sit in the Leeds Trinity 3 year programme re-sit period that would enable all successful students to graduate together in December.

Students who fail at their 2nd attempt will be required to take the year out and retake their 3rd and final attempt before rejoining the programme. Alternatively, where eligible, students may be able to transfer to the relevant 3 year degree programme.

13. Additional support needs

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

(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

All students will have access to student support services. For those who have a Disabled Students Allowance, their additional needs will be supported by the Dyslexia and Disability Co-ordinator within the University College.

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