



Approved July 2017
Effective for BA (Hons) Secondary PE and Sports Coaching from September 2017

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	SHS
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Secondary Physical Education and Sports Coaching
Subsidiary award(s) <i>(if any)</i>	CertHE/DipHE/BA (as fallback awards only)
Honours type <i>(Single / Joint / Combined)</i>	Single
Duration and mode(s) of study	3 years full-time
Start date <i>(this version) (month and year)</i>	September 2017
Periodic review next due <i>(acad. year)</i>	2021/2022
JACS subject code(s) <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	C610; C640
UCAS course code & code name	XC61
SITS codes <i>(Course / Pathway / Route)</i>	SEPECSH
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme
The programme aims to ensure the necessary skills, understanding and experience of issues relating to both sports coaching roles and secondary physical education are developed. High quality professional preparation in the field of sports coaching and secondary physical education aims to enable students to work directly with young people in community sport, extended school services, sports clubs and organisations, or pursue further training for a career in secondary teaching. The student-centred learning experience builds on effective, established partnerships to strengthen the focus on student attainment and graduate employability.

The programme aims to:

- Develop knowledge and understanding of young people’s development and a critical awareness of the role that physical activity plays in their lives inside school and within the community.
- Develop knowledge and skills which enable graduates to contribute to current sport and physical activity initiatives in line with policy and guidelines in both physical education and sports coaching.
- Develop professional knowledge and expertise as reflective practitioners through experience in schools and community coaching settings.
- Develop knowledge and understanding in coaching process and practice.
- Develop knowledge and expertise in the sport and exercises in relation to sports coaching, physical education and sports performance.
- Develop the necessary knowledge, skills and experience to be able to work directly in the field of sports coaching.
- Develop knowledge, understanding and skills in secondary physical education to prepare for further training for a career in teaching.

The proposed course builds upon the national and institutional desire for a strongly vocational element to degree programmes. This degree title has two obvious career routes enabling prospective students to have a clear view of employment routes.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

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

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

On successful completion of the programme students will have demonstrated:

- K1 Knowledge and understanding of the key issues in physical education.
- K2 Knowledge and understanding of the pedagogical approaches processes and practices in physical education and sports coaching.
- K3 Application of theory to the effective delivery of secondary physical education and sports coaching.
- K4 Knowledge and understanding of the historical, social, cultural and scientific aspects of sport as applied to sports coaching and physical education.
- K5 Knowledge and understanding of a range of research methods used in sports coaching and physical education.
- K6 Knowledge, understanding and problem solving skills within a professional context.
- K7 Critical awareness of ethical issues within sports coaching and physical education.
- K8 Ability to the relationship between physical activity and health and apply theoretical understanding to sport, sports practice and health promoting activities.
- K9 Ability to evaluate structures, policies, strategies and practices within the context of secondary physical education and sports coaching.

P1	Utilisation of subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the practice of sports coaching, delivery of sports activities and in secondary physical education.
P2	Conducting and evaluating small scale research in sports coaching and/or physical education contexts.
I1	Understanding of research, being able to describe and analyse information.
I2	Critical assessment and evaluation of evidence.
I3	Informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to sports coaching and secondary physical education as areas of academic enquiry.
I4	Development of reasoned arguments and challenging assumptions.
<u>Employability skills</u>	
E1	Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
E2	Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
E3	Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
E4	Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
E5	Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).
E6	Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
E7	Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.
E8	World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.
See also the learning outcomes for subsidiary awards set out in section 4 below.	

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)</i>
The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Physical Education and Sports Coaching degree involves areas typically classified under programmes concerned with sport, addressing the following areas within the QAA Subject Benchmarks for Hospitality, Leisure, Sport and Tourism. <ul style="list-style-type: none">• “The study of human responses to sport and exercise”• “The study of the performance of sport and its enhancement, monitoring and analysis”

- “The study of policy, planning, management and delivery of sporting opportunities’
“The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport”.

4. Learning outcomes for subsidiary awards

The text below should be amended to contextualise the subsidiary/fallback awards. Similarly formatted (and specific) information should be included for the subsidiary/fallback awards for postgraduate programmes, i.e. Postgraduate Certificate and Postgraduate Diploma.

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

<p>addressed by more than one module over Levels 4, 5 & 6.</p>	<p>disciplinary context;</p> <p>iii) an ability to work autonomously within a structured learning experience;</p> <p>iv) effective communication of the results of their work in a variety of forms;</p> <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>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>Secondary Physical Education and Sports Coaching is a single honours degree providing you with the knowledge, skills and practical experiences to work directly within the context of two distinctive while overlapping areas of employment: Physical Education and Sports Coaching. This course covers the major practical and intellectual disciplines evident in both these professions.</p> <p>Level 4 is a foundation year where you develop academic skills and general theory from different disciplines or academic areas. For example the modules <i>Active Children / PE1</i> and <i>Physical Education 2</i> study the effect of sociology , psychology, motor control, science within PE and coaching, whilst <i>Ethics, Society and Employability</i> focuses upon philosophy. The integrated approach ensures a breadth of knowledge prior to Level 5.</p> <p>Within Level 5 there is a greater focus upon developing analytical skills where you will apply knowledge developed previously to case studies and applied settings. Academic areas are further visited and reinforced, such as Psychology and Sociology in PE 3. Reflective writing is developed where you can now draw upon a number of theories and disciplines in order to understand your own need and areas for development. At Level 5 you can chose from a wide range of interesting and contrasting modules in order to develop specific areas of expertise.</p> <p>Level 6 requires greater individuality and independence where you undertake a dissertation and study modules such as contemporary debates in PE. Your student journey is further developed by this point as you are able to critically and objectively interpret and discuss information from a number of different perspectives.</p> <p>A number of the modules emphasise the relationship between the two areas of PE and Coaching, in particular, Level 4 <i>Active Children and Secondary Physical Education 1</i>, that provides underpinning knowledge for both Physical Education and Sports Coaching; Level 5 <i>Event Management</i> that enables skills from both Physical Education and Sports Coaching to be applied; and the Level 4 and Level 5 scientific and social scientific modules that relate to both.</p> <p>Sports coaching practices and processes are addressed at each level, building on each other and linking to the Skills Active Sport Coach Education criteria. In addition, the Sport and Exercise Science/Psychology modules provide underpinning knowledge whilst also applying theory to practice in sports coaching. Social, cultural, political and economic factors influencing young people’s physical activity patterns are considered from historical and contemporary perspectives in the core module <i>Active Children and Secondary Physical Education 1</i>, the option module <i>Youth Sport and Health</i> and the option module <i>Sport and Society</i> at Level 6.</p> <p>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.</p>

Health issues and young people are examined in core modules at Level 4: *Secondary Physical Education 1*, an, option module at Level 5: *Community Health and Fitness*, and an option module at Level 6: *Youth Sport and Health*. Research skills including data collection, qualitative and quantitative analysis is included in the Level 4 and 5 Research Methods modules. Students learn how to formulate a research proposal and prepare for their Level 6 Individual Dissertation module by conducting a small group research project.

At Level 6, in addition to the independent research module examining Sports Development and/or Physical Education, students critically evaluate programmes in Sports Development and Physical Education for young people and for special populations. Students are able to select additional modules relating to leadership issues, professional learning through work or sport and society.

Ethical discussions are addressed by a number of core modules, e.g. within Level 4 and 5 *Research Methods*, Level 5 *Coaching and Assessment in Sport* and Level 6 *Dissertation*. Risk assessment and health and safety issues are integral to all Physical Education and Sports Coaching practical modules.

Students are encouraged to take National Governing Body awards and engage with the University Sports Volunteering Programme. Additional work related understanding and experience is enhanced through the Placement in Level 4 and the Professional Development and Placement module in Level 5. The Level 6 Professional Learning Through Work option also allows students to develop their understanding and application of theory in a vocational setting.

6. Structure

BA (HONS) SECONDARY PHYSICAL EDUCATION AND SPORTS COACHING (Single Honours)

Duration: 3 years full-time
Total credit rating: 360

Level 4

Core:	Students are required to take:		
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4322	Secondary Physical Education 2	Sem 2	20 credits
SHN 4342	Sport and Exercise Sciences	Sem 2	20 credits
SHN 4422	Coaching Process and Practice	Sem 1	20 credits
SHN 4442	Active Children and Secondary Physical Education 1	Sem 1	20 credits
SHN 4992	Ethics, Society and Employability	Sem 1&2	20 credits
SHN 4000	Programme Level Assessment		

Level 5

Progression requirements: 120 credits from Level 4

Core:	Students are required to take:		
SHN 5142	Research Methods 2	Sem 2	20 credits
SHN 5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN 5232	Secondary Physical Education 3	Sem 1	20 credits
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
<u>and</u> are required to choose 20 credits from:			
SHN 5152	Professional Development and Placement 2	Sem 1&2	20 credits
SHN 5162	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 credits
Options: 20 credits from:			
SHN 5242	Event Management	Sem 2	20 credits
SHN 5212	Community Health and Fitness	Sem 2	20 credits

Level 6

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5			
Core:	Students are required to take:		
SHN 6164	Dissertation	Sem 1 & 2	40 credits
SHN 6232	Youth Sport and Health	Sem 1	20 credits
SHN 6312	Management and Development of Sports Coaching	Sem 2	20 credits
<u>and</u> are required to choose 40 credits from:			
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN 6262	Sport and Society	Sem 2	20 credits
SHN 6272	Current Debates in PE	Sem 1	20 credits
SHN 6282	Community Sport Development	Sem 2	20 Credits
Students are not eligible to take any (for credit) modules outside of those stipulated above. This applies at all levels of the programme.			

7. Learning, teaching and assessment

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

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

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

These are reflected in the Teaching and Learning associated with the course:

A Progressive Learning Structure is built into the course design:

- The levels of the programme will lead students from a focus on knowledge acquisition (Level 4) to its application (Level 5), and culminate in opportunities for analytical synthesis and evaluation in Level 6 (LTAS, 2015:E).
- The corresponding professional emphasis of the programme is information gathering and research (Level 4), application of sports coaching or secondary physical education to projects and case studies (Level 5) and critical evaluation of advanced issues in both areas of study (Level 6).
- The Level 6 dissertation can be in the area of sports coaching or physical education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential (LTAS, 2015:C).
- Level 4 has increased contact time for students with tutors, to help us get to know the student needs better *and develop effective partnerships to support learning*. In addition, the use of seminars and tutorials at the Level 4 stage aims to increase staff–student contact

(LTAS, 2015:C).

- Group work features strongly at Levels 4 and 5, in some modules through seminar preparation and delivery, in others through planning and delivery of practical teaching sessions and events (LTAS, 2015:A). Increased contact at Level 4 is balanced by an increase in independent learning at Level 6, for example, with the individual dissertation as a core module, and more group and individual professionally related project work.
- The use of online resources, VLE and technology within modules is also apparent at all levels of the programme (LTAS, 2015:B).
- Experiential learning and group work are recognised as key players in effective learning. Students learn through applied exercises where theories are practised. You engage in role-play, practical workshops, sports practicals, and applied project work to test your knowledge, understanding, subject specialist and employability skills. These lead to reflection and theorising through discussion and written work. The learning is enhanced through established and effective links with external partners, enhancing employability and student satisfaction (LTAS, 2015:D). The use of professional placements to apply learning is an integral part of the student experience and assists in the personalisation of the programme to meet your aspirations and interests.

Assessment

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

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7b) Programme learning outcomes covered

	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	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Key issues in PE	pedagogical approaches and practices	Apply theory to the effective delivery	Sports coaching process and practice.	Scientific and social basis	Research methods tion.	Problem solving skills	Describe and analyse information.	Assess and evaluate evidence.	s they apply to Sports Coaching and Primary Physical Education arguments	Utilise subject specific skills	Design, conduct and evaluate research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	work / business awareness	
SHN 4142 Research Methods I																					
SHN 4322 Secondary Physical Education 2																					
SHN 4342 Sport and Exercise Sciences																					
SHN 4422 Coaching Process and Practice																					
SHN 4442 Active Children and Secondary Physical Education																					
SHN 4992 Ethics, Society and Employability																					
SHN 5142 Research Methods 2																					
SHN 5152 Professional Development and Placement 2																					
SHN 5162 Volunteering in Sport, Health and Nutrition																					
SHN 5202 Coaching Assessment of Performance																					
SHN 5212 Community Health and Fitness																					
SHN 5232 Secondary Physical Education 3																					

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	Assessed learning outcomes of the programme												Skills Development									
	K1	K2	K3	K4	K5	K6	K7	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.	Key issues in PE	pedagogical approaches and practices	Apply theory to the effective delivery	Sports coaching process and practice.	Scientific and social basis	Research methods tion.	Problem solving skills	Describe and analyse information.	Assess and evaluate evidence.	s they apply to Sports Coaching and Primary Physical education arguments		Utilise subject specific skills	Design, conduct and evaluate research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	work / business awareness	
SHN 5242 Event Management																						
SHN 5262 Sport Psychology: Theory to Practice																						
SHN 6164 Dissertation																						
SHN 6192 Professional Learning Through Work																						
SHN 6202 Physical Activity and Behaviour Change																						
SHN 6232 Youth Sport and Health																						
SHN 6312 Management and Development of Sport Coaching																						
SHN 6262 Sport and Society																						
SHN 6272 Current Debates in PE																						
SHN 6282 Community Sports Development																						

8. Entry requirements

Honours degree programmes

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

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 2 should be GCSE English Language, Science and Mathematics at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) or equivalent test.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the University's Recognition of Prior Learning (RPL) procedures.

9. Progression, classification and award requirements

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

The undergraduate Taught Course Academic Regulations apply.

10. Prerequisites

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

Not applicable.

11. External examining arrangements

External examining arrangements
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

There is a new external examiner for this programme via the Sport, Health and Nutrition arrangements for undergraduate provision.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,
(eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

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

13. Additional support needs

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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.