



Approved on

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)	Primary Physical Education and Sports Coaching
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	3 years full time
Start date <i>(this version) (month and year)</i>	September 2016
Periodic review next due <i>(acad. year)</i>	
UCAS course code & code name	XC60
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The programme aims to:</p> <ul style="list-style-type: none"> • 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 primary 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. It aims to consolidate the strong recruiting position of the existing Physical Education and Sports Development programmes, but provide a different area of study to go with Physical Education, being 'Coaching' and thus, attract a different target market to the existing SHN programmes.

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.

On successful completion of the Primary Physical Education and Sports Coaching programme students will be able to:

- K1 Demonstrate knowledge and understanding of the key issues in physical education.
- K2 Demonstrate knowledge and understanding of the pedagogical approaches processes and practices in physical education and sports coaching.
- K3 Apply theory to the effective delivery of primary physical education and sports coaching.
- K4 Demonstrate knowledge and understanding of the historical, social, cultural and scientific aspects of sport as applied to sports coaching and physical education.
- K5 Demonstrate knowledge and understanding of a range of research methods used in sports coaching and physical education.
- K6 Apply knowledge, understanding and problem solving skills within a professional context.
- K7 Demonstrate a critical awareness of ethical issues within sports coaching and physical education.
- K8 Identify the relationship between physical activity and health and apply theoretical understanding to sport, sports practice and health promoting activities.
- K9 Evaluate structures, policies, strategies and practices within the context of primary physical education and sports coaching.
- P1 Utilise 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 primary physical education.
- P2 Design, conduct and evaluate small scale research in sports coaching and/or physical education contexts.
- I1 Research, describe and analyse information.

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| I2 | Critically assess and evaluate evidence. |
| I3 | Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to sports coaching and primary physical education 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, 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 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 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 (2008, p. 21-22):

- “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 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>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</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 <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>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>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

Summary of content by theme

(providing a 'vertical' view through the programme)

Primary Physical Education and Sports Coaching is a single honours degree providing students 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.

A number of the modules emphasise the relationship between the two areas, in particular, Level 4 Active Children and Primary Physical Education 2, that provides underpinning knowledge for both Physical Education and Sports Coaching; Level 5 Event Management 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.

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 Active Children and Primary Physical Education 2, the option module Youth Sport and Health and the option module Sport and Society at level 6.

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.

Health issues and young people are examined in core modules at Level 4: Primary 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 physical education and or sports coaching, students critically evaluate leadership issues and programmes in physical education for young people. Students are able to select additional modules relating to the social or scientific aspects in sport with Sport and Society or Physical Activity and Behaviour Change.

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 L4 Placement and the L5 Professional Development and Placement module. 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

PRIMARY PHYSICAL EDUCATION AND SPORTS COACHING (Single Honours)

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

Total credit rating: 360

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

LEVEL 4

Please refer to the Prospectus for entry requirements.

Core: Candidates are required to take:

SHN4142	Research Methods 1	Sem 2	20 Credits
SHN4362	Primary Physical Education 2	Sem 2	20 Credits
SHN4422	Coaching Process and Practice	Sem 1	20 Credits
SHN4432	Active Children and Primary Physical Education 1	Sem 1	20 Credits
SHN4342	Sport and Exercise Sciences	Sem 2	20 Credits
SHN4992	Ethics, Society and Employability	Sem 1	20 Credits
SHN4000	Programme level assessment		0 credits

LEVEL 5

Entry requirements: 120 credits from Level 4

Core: Candidates are required to take:

SHN5142	Research Methods 2	Sem 2	20 Credits
SHN5202	Coaching and Assessment of Performance	Sem 1	20 Credits
SHN5252	Primary Physical Education 3	Sem 1	20 Credits
SHN5262	Sport Psychology: Theory to Practice	Sem 2	20 Credits

Either:

SHN5152	Professional Development and Placement 2	Sem 1&2	20 Credits
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Or:

SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 Credits
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Options:

SHN5212	Community Health and Fitness	Sem 2	20 Credits
SHN5242	Event Management	Sem 2	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 semester 1 and 40 or 60 new credits in sem 2

Core:

SHN6232	Youth Sport and Health	Sem 1	20 Credits
SHN6312	Management and Development of Sports Coaching	Sem 2	20 Credits
SHN6164	Dissertation	Sem 1&2	40 Credits

Options:

SHN6192	Professional Learning Through Work	Sem 1&2	20 Credits
SHN6202	Physical Activity and Behaviour Change	Sem 2	20 Credits
SHN6262	Sport and Society	Sem 2	20 Credits
SHN6272	Issues and Leadership in PE	Sem 1	20 Credits

Candidates are not eligible to take any 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 (NB. Sentences in italics refer to the LTUC learning, teaching and assessment strategy)

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. The corresponding professional emphasis of the programme is information gathering and research (Level 4), application of sports coaching or primary 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.*

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. 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 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 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.

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 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 both the needs of the students and develops skills valued by employers.*

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 KIS categories 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 University 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)		
SHN4142 Research Methods 1	Lectures, seminars. IT	Coursework – (written - case study) Coursework (written report) Directed Activities	2000 words 2000 words Pass=100% of 10% Fail=0%	45% 45% 10%	Mid-Sem 2 End Sem 2	Rachael McDonald	
SHN4992 Ethics, Society and Employability	Lectures, debates, seminars, tutorials, placement, guided independent study	Written or Practical Negotiated assessment Professional Placement Written (written reflections) Directed activities	1,500 words - 2,000 words or 10 minutes Pass = 100% of 10%. Fail = 0%	40% Pass/Fail 40% 20%	End Sem 1 Sem 2 End Sem 1 End Sem 1	Various	
SHN4342 Sport and Exercise Sciences	Lectures, practical workshops/seminars, guided independent study	Written (Exam x 2) Written (Exam) Directed Activities	2 x 30 mins each 2 hours Pass=100% of 10% Fail=0%	20% (2 x 35%) 70% 10%	Throughout semester End Sem 2	Rachael McDonald	
SHN4362 Primary Physical Education 2	Lectures, practical, peer teaching, guided independent study	Coursework Coursework Directed Activities	2000 words 2000 words Pass=100% of 10% Fail=0%	45% 45% 10%	End Sem 2 End Sem 2	Tim Green	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories 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 University 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)		
SHN4422 Coaching Process and Practice	Lecture, workshop and practical sessions, guided independent study	Directed activities Practical Coaching file Essay	Pass = 100% of 10% Fail = 0% 2000 words 2000 words	10% 60% 30%	Sem 1 Throughout Sem End sem	Jon Radcliffe	
SHN4432 Active Children and Primary Physical Education 1	Lectures, practicals, workshops, guided independent study	Presentation Essay directed activities	1500 word equiv 2500 words Pass = 100% of 10% Fail = 0%	30% 60% 10%	End sem 1 End sem 1 weekly	Aled Rowlands	
SHN5142 Research Methods 2	Lectures, workshops, tutorials, guided independent study	Portfolio	4000 words	100%	End of Sem 2	Chris Rowley	
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement, Guided independent study	Coursework (Portfolio) Practical (Placement)	4,000 words	100% Pass/Fail	Throughout the year During placement	Catherine Rowlands	
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering	Coursework (Portfolio) Practical (Placement)	4000 words	100% Pass/Fail	Throughout the year During placement	Kostas Zervas	
SHN5202 Coaching and Assessment of Performance	Lectures, practical sessions, guided independent study	Coaching and assessment file	4000 words	100%	End Sem 1	Jon Radcliffe	
SHN5212 Community Health and Fitness	Lectures, practicals, guided independent study	Practical (skills assessment) Coursework (written essay)	20 minutes 2000 words	50% 50%	End Sem 2 End Sem 2	Mark Russell	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories 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 University 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)		
SHN5242 Event Management	Lectures, workshops, practicals, tutorials, event delivery, guided independent study	Practical (Group oral presentation) Coursework (written report)	1 hour (10 mins each) 2000 words	50% 50%	Mid Sem 2 End Sem 2	Catherine Rowlands	
SHN5252 Primary Physical Education 3	Lectures, practicals, guided independent study	Coursework (Portfolio) Coursework (written essay)	2000 word equivalent 2000 words	50% 50%	End Sem 1 End of Sem 1	Sue Rushton	(inc. off site swimming provision)
SHN5262 Sport Psychology: Theory to Practice	Lectures, Seminars, Independent Study	Poster Report Directed Activities	15 mins presentation in pairs 2000 words Pass = 100% of 10% Fail = 0%	45% 45% 0%	End Sem 1 End Sem 1 Throughout Sem 1	Chris Rowley and Jon Radcliffe	
SHN6164 Dissertation	Lectures, tutorials	Dissertation	8000 words	100%	End Semester 2	Phil McDonald	
SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	Coursework (written report) Coursework (written report) Practical (Oral presentation)	1,000 words equiv 4,000 words 15 minutes	Pass/Fail 75% 25%	Mid Semester 1 End Semester 2 End Semester 2	Ian Kenvyn	
SHN6202 Physical Activity and Behaviour Change	Lectures, Small group work/ seminars, guided independent study	Coursework (written essay) Coursework (written case study)	2000 words 1500 words	50% 50%	End Sem 2 End Sem 2	Nicola Arjomandkhah	

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three KIS categories 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 University 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)		
SHN6232 Youth Sport and Health	Lectures, seminars/groupwork, guided independent study	Coursework	2000 words	50%	End Sem 1	Philip McDonald Nina Quinlan	
		Coursework (written report)	2000 words	50%	End Sem 1		
SHN6262 Sport and Society	Lectures, workshops, guided independent study	Practical (Group oral presentation)	15 mins	40%	Mid Sem 2	tbc	
		Coursework (written essay)	2500 words	60%	End Sem 2		
SHN6312 Management and Development of Sports Coaching	Lectures, workshops, guided independent study	Exam	2000 words	50%	End Sem 2	tbc	
		Essay	2000 words	50%	Mid Sem 2		

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development														
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	P1	P2	I1	I2	I3	I4	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.	Demonstrate knowledge and understanding of the key issues in Physical Education.	Demonstrate knowledge and understanding of the pedagogical approaches and practices in Physical Education and sports coaching.	Apply theory to the effective delivery of Primary Physical Education and sports coaching.	Demonstrate knowledge and understanding of sports coaching process and practice.	Demonstrate knowledge and understanding of the scientific and social scientific basis of sport and exercise.	Demonstrate knowledge and understanding of a range of research methods used in sports coaching.	Apply knowledge, understanding and problem solving skills within a professional context.	Demonstrate a critical awareness of ethical issues within sport and Physical Education.	Identify the relationship between physical activity & health & apply theoretical understanding to sport, exercise, and health.	Evaluate policies, strategies and practices within the context of Primary Physical Education and Sports Coaching.	Utilise subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the practice of sports coaching, delivery of sports coaching.	Design, conduct and evaluate small scale research in Sports Coaching and/or Physical Education.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practices that they apply to Sports Coaching and Primary Physical Education.	Develop reasoned arguments and challenge assumptions.	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness	
SHN4142 Research Methods 1																									
SHN4992 Ethics, Society and Employability																									
SHN4342 Sport and Exercise Sciences																									
SHN4362 Primary Physical Education 1																									
SHN4422 Coaching Process and Practice																									
SHN4432 Active Children and Primary Physical Education 2																									
SHN5142 Research Methods 2																									
SHN5152 Professional Development and Placement 2																									

	Assessed learning outcomes of the programme										Skills development													
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	P1	P2	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																								
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SHN5162 Volunteering in Sport, Health and Nutrition																								
SHN5202 Coaching and Assessment of Performance																								
SHN5212 Community Health and Fitness																								
SHN5242 Event Management																								
SHN5252 Primary PE 3																								
SHN5262 Sport Psychology: Theory to Practice																								
SHN6164 Dissertation																								
SHN6192 Professional Learning Through Work																								
SHN6202 Physical Activity and Behaviour Change																								

	Assessed learning outcomes of the programme										Skills development															
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	P1	P2	I1	I2	I3	I4	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.	Demonstrate knowledge and understanding of the key issues in Physical Education.	Demonstrate knowledge and understanding of the pedagogical approaches and practices in Physical Education and sports coaching.	Apply theory to the effective delivery of Primary Physical Education and sports coaching.	Demonstrate knowledge and understanding of sports coaching process and practice.	Demonstrate knowledge and understanding of the scientific and social scientific basis of sport and exercise.	Demonstrate knowledge and understanding of a range of research methods used in sports coaching and Physical Education.	Apply knowledge, understanding and problem solving skills within a professional context.	Demonstrate a critical awareness of ethical issues within sport and Physical Education.	Identify the relationship between physical activity & health & apply theoretical understanding to sport, exercise, recreation & health, exercise & health, exercise & health.	Evaluate policies, strategies and practices within the context of Primary Physical Education and Sports Coaching.	Utilise subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the practice of sports coaching, delivery of sports.	Design, conduct and evaluate small scale research in Sports Coaching and/or Physical Education.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to Sports Coaching and Primary Physical Education.	Develop reasoned arguments and challenge assumptions.	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness		
SHN6232 Youth Sport and Health																										
SHN6262 Sport and Society																										
SHN6312 Management and Development of Sports Coaching																										

8. Entry requirements

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

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 or VCE 'A' levels (or equivalent at level 3) and three should be at GCSE in 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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Other non-certificated requirements...

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 Universities Assessment of Prior Learning (APL) 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 deviation from the standard College stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.

See regulations for Leeds Trinity University awards.

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.

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)

External examining will be via the SHN existing arrangements for undergraduate provision.

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. Students are required to submit 75% or greater of directed tasks to gain 10% of marks for the module in all modules at L4 where directed tasks are included as part of the assessment. Less than 75% results in a mark of 0 for the directed task component of the assessment for that module.

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)

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.



Approved July 2017

Effective for BA (Hons) Primary Physical Education 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)	Primary 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>	2021/22
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	XC60
SITS codes <i>(Course / Pathway / Route)</i>	PPESCSH
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 and primary physical education roles are developed. High quality professional preparation in the field of coaching and primary 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 primary 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 primary 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. It aims to consolidate the strong recruiting position of the existing Physical Education and Sports Development programmes, but provides a different area of study to go with Physical Education, i.e. ‘Coaching’, and, thus, attracts a different target market to the existing SHN 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 (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:

- K1 Demonstrated knowledge and understanding of the key issues in physical education.
- K2 Demonstrated knowledge and understanding of the pedagogical approaches processes and practices in physical education and sports coaching.
- K3 Applied theory to the effective delivery of primary physical education and sports coaching.
- K4 Demonstrated knowledge and understanding of the historical, social, cultural and scientific aspects of sport as applied to sports coaching and physical education.
- K5 Demonstrated knowledge and understanding of a range of research methods used in sports coaching and physical education.
- K6 Applied knowledge, understanding and problem solving skills within a professional context.
- K7 Demonstrated a critical awareness of ethical issues within sports coaching and physical education.
- K8 Identified the relationship between physical activity and health and applied theoretical understanding to sport, sports practice and health promoting activities.
- K9 Evaluated structures, policies, strategies and practices within the context of primary physical education and sports coaching.
- I1 Researched, described and analysed information.
- I2 Critically assessed and evaluated evidence.

- I3 Made informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to sports coaching and primary physical education as areas of academic enquiry.
- I4 Developed reasoned arguments and challenged assumptions.
- P1 Utilised 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 primary physical education.
- P2 Designed, conducted and evaluated small scale research in sports coaching and/or physical education contexts.

On successful completion of the programme students will have demonstrated:

Employability skills

- 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

(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

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

- “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	Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:
<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 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 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 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 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 placements or school-based training placements.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

Primary 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 of these professions.

Level 4 is a foundation year where you develop academic skills and general theory from different disciplines or academic areas. For example, the modules *Active Children / PE1* and *Primary Physical Education 2* study the effect of sociology, psychology, motor control, science within PE and coaching, whilst *Ethics, Society and Employability* focuses upon philosophy. The integrated approach ensures a breadth of knowledge prior to Level 5.

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 *Primary 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 choose from a wide range of interesting and contrasting modules in order to develop specific areas of expertise.

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.

A number of the modules emphasise the relationship between the two areas of coaching in PE, in particular, Level 4 *Active Children and Primary Physical Education 1*, that provides underpinning knowledge for both Physical Education and Sports Coaching; Level 5 *Event Management* 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.

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 *Active Children and Primary Physical Education 1*, the option module *Youth Sport and Health* and the option module *Sport and Society* at Level 6.

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.

Health issues and young people are examined in core modules at Level 4: *Primary Physical Education 2*, 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 are included in the Level 4 and Level 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 physical education and or sports coaching, students critically evaluate leadership issues and programmes in physical education for young people. Students are able to select additional modules relating to the social or scientific aspects in sport with *Sport and Society* or *Physical Activity and Behaviour Change*.

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 Level 4 Placement and the Level 5 Professional Development and Placement module. 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) PRIMARY PHYSICAL EDUCATION AND SPORTS COACHING (Single Honours)

Duration: 3 years full-time

Total credit rating: 360

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

LEVEL 4

Core: Students are required to take:

SHN 4142	Research Methods 1	Sem 2	20 Credits
SHN 4362	Primary Physical Education 2	Sem 2	20 Credits
SHN 4422	Coaching Process and Practice	Sem 1	20 Credits
SHN 4432	Active Children and Primary Physical Education 1	Sem 1	20 Credits
SHN 4342	Sport and Exercise Sciences	Sem 2	20 Credits
SHN 4992	Ethics, Society and Employability	Sem 1&2	20 Credits
SHN 4000	Programme level assessment	Sem 2	0 credits

LEVEL 5

Entry 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 5252	Primary Physical Education 3	Sem 1	20 Credits
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 Credits

Either:

SHN 5152	Professional Development and Placement 2	Sem 1&2	20 Credits
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Or:

SHN 5162	Volunteering in Sport, Health and Nutrition	Sem 1&2	20 Credits
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Options:

SHN 5212	Community Health and Fitness	Sem 2	20 Credits
SHN 5242	Event Management	Sem 2	20 Credits

LEVEL 6

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

Students are required to take 60 or 80 credits in Semester 1 and 40 or 60 new credits in Semester 2

Core:

SHN 6232	Youth Sport and Health	Sem 1	20 Credits
SHN 6312	Management and Development of Sports Coaching	Sem 2	20 Credits
SHN 6164	Dissertation	Sem 1&2	40 Credits

Options:

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

Students are not eligible to take any modules (for credit) 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.

And 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 primary 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.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme																								
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	P1	P2	I1	I2	I3	I4	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	Problem solving skills	Ethical issues	Physical activity & health & PE / Coaching	Policies, strategies and practices.	Utilise subject specific skills	Design, conduct and evaluate research	Describe and analyse information.	Assess and evaluate evidence.	ethical behaviour, social responsibilities they apply to Sports Coaching and	Develop reasoned arguments challenge assumptions	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness	
SHN 4142 Research Methods 1																									
SHN 4992 Ethics, Society and Employability																									
SHN 4342 Sport and Exercise Sciences																									
SHN 4362 Primary Physical Education 2																									
SHN 4422 Coaching Process and Practice																									
SHN 4432 Active Children and Primary Physical Education 1																									
SHN 5142 Research Methods 2																									
SHN 5152 Professional Development and Placement 2																									

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	Assessed learning outcomes of the programme																							
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	P1	P2	I1	I2	I3	I4	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	Problem solving skills	Ethical issues	Physical activity & health & PE / Coaching	Policies, strategies and practices.	Utilise subject specific skills	Design, conduct and evaluate research	Describe and analyse information.	Assess and evaluate evidence.	ethical behaviour, social responsibilities they apply to Sports Coaching and	Develop reasoned arguments challenge assumptions	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN 5162 Volunteering in Sport, Health and Nutrition																								
SHN 5202 Coaching and Assessment of Performance																								
SHN 5212 Community Health and Fitness																								
SHN 5242 Event Management																								
SHN 5252 Primary PE 3																								
SHN 5262 Sport Psychology: Theory to Practice																								
SHN 6164 Dissertation																								
SHN 6192 Professional Learning Through Work																								
SHN 6202 Physical Activity and Behaviour Change																								

PART 2 B – Approval of New Academic Provision 2016/17

	Assessed learning outcomes of the programme										P1	P2	I1	I2	I3	I4	E1	E2	E3	E4	E5	E6	E7	E8		
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10																
<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	Problem solving skills	Ethical issues	Physical activity & health & PE / Coaching	Policies, strategies and practices.	Utilise subject specific skills	Design, conduct and evaluate research	Describe and analyse information.	Assess and evaluate evidence.	ethical behaviour, social responsibilities they apply to Sports Coaching and	Develop reasoned arguments challenge assumptions	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness		
SHN 6232 Youth Sport and Health																										
SHN 6262 Sport and Society																										
SHN 6312 Management and Development of Sports Coaching																										
SHN 6272 Current Debates in PE																										

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 3 should be at GCSE in 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.

None

11. External examining arrangements

External examining arrangements

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

External examining will be via the Leeds Trinity University existing 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

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.