



Academic Year 2015/16
 December 2015

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Secondary Education, Physical Education and Sport
Subsidiary award(s) <i>(if any)</i>	
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	2 years full-time
Start date <i>(this version) (month and year)</i>	September 2013
Periodic review next due <i>(acad. year)</i>	
UCAS course code & code name	X1C6
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

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

The aims of the programme are:

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

3. Student learning outcomes of the programme

Learning outcomes in terms of:

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

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

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

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

I1	Research, describe and analyse information.
I2	Critically assess and evaluate evidence.
I3	Make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities as they apply to the practice of Education, Physical Education and Sport as areas of academic enquiry.
I4	Develop reasoned arguments and challenge assumptions
E1	Self-management – ability to manage themselves and their development - readiness to accept responsibility, proactively, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.
E2	Team working – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.
E3	Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.
E4	Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.
E5	Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. Measuring, weighing, estimating and applying formulae).
E6	Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
E7	Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business
E8	The world of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty
	See also the generic objectives set out in section 4 below.

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

The learning outcomes are congruent with the QAA subject benchmarks for programmes of study broadly concerned with sport. The Sport and Physical Education degree involves areas typically classified under programmes concerned with sport, particularly in addressing ‘policy, planning, management and delivery of sporting opportunities’. Additionally students are involved in ‘the performance of sport and exercise and its enhancement, monitoring and analysis’. The strong professional focus of the degree enables students to ‘demonstrate a critical appreciation of sports development and facilitation principles in at least one vocational context’ – in relation to the context of Physical Education.

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

Learning outcomes for subsidiary award(s)

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>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)
<p><i>Typically 150 to 200 words</i></p> <p>The 2 year programme is enabled by shortening the student vacation periods that would normally be provided on a 3 year degree, for example students typically get nearly 3 months vacation in the 3 year programme, whereas those following the 2 year programme will get 1 month vacation during the summer. The number of taught hours across the 2 years is comparable to the number students receive on the 3 year programme, the difference is that the Placement period runs alongside the taught modules during the 2 year programme as opposed to as a separate block in the 3 year programme thus, enabling time to be condensed in the Academic Year (AY). This is modelled in</p>

Figure 1 and Figure 2 attached as an Appendix to the NP3. The programme will recruit students who are capable of following such a programme; this will be achieved by interviewing all potential candidates and selecting via the UCAS forms. The normal entry requirements are 320 points. The recruitment team will look to accept students who evidence commitment, motivation and maturity to study at the pace illustrated by Figure 1.

At Level 4 students will cover the core Secondary school environment and gain knowledge in the learning and development of secondary age children. They will be introduced to the historical, sociological, philosophical and political background to, and influences on, the current Secondary Education environment. Specialist knowledge will be gained within Physical Education (PE) in the Secondary School, covering skill acquisition, health related exercise and the core areas of the National Curriculum for PE relating to games, athletics and Outdoor and Adventurous Activities (OAA). Theoretical analysis of the context and nature of all components of the Secondary Physical Education curriculum is accompanied by the development of pedagogic knowledge and skills for example: teaching style; communication; assessment; risk assessment; health and safety; lesson planning; and cross-curricular work. Additionally, topics and issues such as inclusion, learning styles, differentiation, equality, gender and leadership are examined.

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

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

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

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

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

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

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

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

6. Structure

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

Duration: 2 years full-time / 4 years part-time

Total credit rating: 360

Level 4 – with effect from September 2013

Core: Candidates are required to take:

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

Level 5

Entry requirements: 120 credits from Level 4

Core: Candidates are required to take:

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

Level 6

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

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

Core: Candidates are required to take:

SHA6272 Current Debates in Physical Education	Year 2, Term 2	20 credits
SEA6002 Achievement and Diversity	Year 2, Term 2	20 credits
SEA6022/SHA6322 Professional Development and Placement 2 (Specialist)	Year 2, Term 3	20 credits
SHA6164 Dissertation	Year 2, Term 2 & 3	40 credits

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

7. Learning, teaching and assessment

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

Reference should be made to the College LTA Strategy.

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

Level 4 and 5 have increased contact time for students with tutors to help us get to know the student needs better and develop effective partnerships to support learning. Group work features strongly at Levels 4 and 5, in some modules through seminar preparation and delivery, in others through planning and delivery of practical teaching sessions. Increased contact at Level 4 and 5 is balanced by an increase in independent learning at Level 6, for example, with the individual Research Project or Dissertation as a core module, and more group and individual professionally related project work.

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

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

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

7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods These must be easily classifiable into the three 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 College premises)
		Component form Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework and Practical exams.	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SEA4002 Introduction to Education	Lecture; Seminars; Guided Independent study	Essay	4000 words	100%	End of module	Andy Brownless + Stephen J Wilkinson	
SEA4012 Learning and Development	Lecture; Seminars; Guided Independent study	Presentation (Group) Rationale (Individual)	15 minutes 3000 words	30% 70%	End of module End of module	Andy Brownless	
SHA4322 Secondary Physical Education1	Peer teaching; Lectures; Practicals; Guided independent study	Planning File Practical	4000 word equivalent	100% Pass/Fail	Throughout Throughout	Graham Turner + Sue Rushton	
SHA4452 Researching Children and Young People	Lecture; Seminars; Guided Independent study	Portfolio	4000 word equiv	100%	Throughout the module	Ian Kenvyn + John Perry	
SHA4442 Active Children and Secondary Physical Education 2	Peer teaching; Lectures; Practicals; Guided independent study	Planning file Exam Practical	2000 word equiv 2 hours	50% 50% Pass/Fail	End of module End of module End of module	Joanna McDonald + Graham Turner	
SEA4022 Professional Development and Placement (Education)	Scheduled learning and teaching activities School-based experience	Portfolio	4000 word equiv	100%	End of module	Andy Brownless	

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

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

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development														
	Adjust LO codes as necessary. → These must match module descriptors.	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	The processes of learning	The effects of cultural, societal, political, historical & economic contexts.	Formal & informal contexts for learning.	The complex interactions between education.	The key issues in Physical Education.	The physiological, psychological, social, environmental & economic aspects of sport	The performance of physical activity.	The relationship between physical activity & health.	Apply theory to the effective delivery of Secondary Physical Education & Sport	Evaluate policies, strategies & practices within the context of Secondary Physical Education	Plan, organise, manage & evaluate sport.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility.	Develop reasoned arguments and challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate small scale research in Education, Physical Education and Sport	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business	
SEA4002 Introduction to Education																										
SEA4012 Learning and Development																										
SHA4322 Secondary Physical Education1																										
SHA4452 Researching Children and Young People																										
SHA4442 Active Children and Secondary Physical Education 2																										
SEA4022 Professional Development and Placement (Education)																										
SEA5022 Inclusion and SEN																										
SEA5012 Issues in Secondary Education																										
SHA5232 Secondary Physical Education 3																										
SHA5282 Organising and managing Sport																										
SEA5022 Working With Others																										
SHA5292 Professional Development and Placement (PE and Sport)																										

	Assessed learning outcomes of the programme										Skills development														
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	The processes of learning	The effects of cultural, societal, political, historical & economic contexts.	Formal & informal contexts for learning.	The complex interactions between education.	The key issues in Physical Education.	The physiological, psychological, social, environmental & economic aspects of sport	The performance of physical activity.	The relationship between physical activity & health.	Apply theory to the effective delivery of Secondary Physical Education & Sport.	Evaluate policies, strategies & practices within the context of Secondary Physical Education.	Plan, organise, manage & evaluate sport.	Research, describe and analyse information.	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and environmental responsibility.	Develop reasoned arguments and challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate small scale research in Education, Physical Education and Sport.	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business
SHA6272 Current Debates in Physical Education																									
SEA6002 Achievement and Diversity																									
SEA6022/SHA6322 Professional Development and Placement (Specialist)																									
SHA6164 Dissertation																									
SHA6192 Professional Learning Through Work																									
SHA6232 Youth Sport and Health																									
SEA6012 New Technologies in Education																									

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 3 should be GCE or VCE 'A' levels equivalent to ABB (320 UCAS points)

In addition, all applicants are required to have attained GCSE English language, mathematics and science 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.

- Certificate of Proficiency in English; Certificate in Advanced English;
- Business English Certificate (Higher);
- Certificates of English Language Skills (Higher);
- International English Language Testing System (IELTS) (Band Score 6 or above)

Other non-certificated requirements: students will require previous experience of the Secondary school, or equivalent, environment.

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

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.

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. Resits and DFOs will be carried out within the designated re-sit period for the 2 year programmes.

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

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

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details)

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

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



Approved July 2017
Effective for BA (Hons) Secondary Education, Physical Education and Sport from September 2017

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (ICE / SAC / SSHS)	SSHS
Professional accreditation body (if applicable)	n/a
Final award (eg. BA Hons)	BA (Hons)
Title of programme(s)	Secondary Education, Physical Education and Sport
Subsidiary award(s) (if any)	CertHE/DipHE/BA (fallback awards)
Honours type (Single / Joint / Combined)	Single
Duration and mode(s) of study	2 years, full-time
Start date (this version) (month and year)	September 2017
Periodic review next due (acad. year)	2021/22
JACS subject code(s) (Level 3) (Please refer to HESA listing on AQO website)	X330 and C600
UCAS course code & code name	X1C6
SITS codes (Course / Pathway / Route)	SECPESH
Delivery venue(s)	Leeds Trinity University

1. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)
The BA (Hons) Secondary Education, Physical Education and Sport is designed to provide an academic and professional programme for the development of practitioners working with young people. You will be able to make a positive contribution to the learning of young people, due to your ability to apply theoretical knowledge to the practical environment of school or other relevant

environments. Knowledge and understanding of both educational theories and practice will be developed with a particular focus of learning in physical education and sport.

This programme will provide knowledge, understanding and skills for you to work with young people in schools or the wider community. The aim is also to provide you with an accelerated route, facilitating a possible career in teaching as a progression route. The 2-year programme could enable you to become a qualified teacher, by following postgraduate teacher training, within 3 years. However, the 2-year programme, for those who have the ability and commitment to achieve a degree in 2 years, means that they could enter the workplace a year earlier than traditional 3-year degree programmes.

The aims of the programme are:

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

1. 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 the ability to understand theoretical knowledge and research evidence about/to be able to demonstrate:

- K1 The processes of learning, including some of the key paradigms and their impact on educational practices.
- K2 The effects of cultural, societal, political, historical, economic and curricular developments and contexts on learning, including education policies, moral, religious and philosophical underpinnings and issues of social justice.
- K3 Formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organisation.
- K4 The complex interactions between education and its contexts and relationships with other disciplines and professions.
- K5 The key issues in Physical Education.
- K6 The physiological, psychological, social, environmental and economic aspects of sport and physical activity for young people.
- K7 The performance of physical activity, its enhancement, monitoring and analysis.
- K8 The relationship between physical activity and health and application of understanding to sport and health promoting activities.

- K9 The application of theory to the effective delivery of Secondary Physical Education and Sport.
- K10 An ability to evaluate policies, strategies and practices within the context of Secondary Physical Education and Sport.
- K11 Effective planning, organisation, management and evaluation of sport.
- P1 Correct utilisation of subject specific skills such as planning, observing, evaluating, organising, supporting teaching, risk assessment and client profiling, in the delivery of progressive learning.
- P2 Ability to design, conduct and evaluate small scale research in Education, Physical Education and Sport contexts.
- I1 Research skills, describing and analysing information.
- I2 Critical assessment and an ability to evaluate evidence.
- I3 An ability to make informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities as they apply to the practice of Education, Physical Education and Sport as areas of academic enquiry.
- I4 The ability to develop reasoned arguments and challenge assumptions.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards 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, employer or legislative requirements)

There is no specific subject benchmark statement for physical education. However, the course and modules will be based on the QAA subject benchmarking statement for Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf> particularly in addressing 'policy, planning, management and delivery of sporting opportunities'. Additionally, students are involved in 'the performance of sport and exercise and its enhancement, monitoring and analysis'. The strong professional focus of the degree enables students to 'demonstrate a critical appreciation of sports development and facilitation principles in at least one vocational context' – in relation to the context of Physical Education.

As this course does not recommend students for Qualified Teacher Status there are no specific PSRB requirements. The learning outcomes however, are congruent with the QAA subject benchmarks for Education Studies. Essentially, Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical and economic contexts. In addition, students will be introduced to the Standards related to teaching but will not gain QTS.

1. Learning outcomes for subsidiary awards

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>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 Education, Physical Education and Sport; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within Education, Physical Education and Sport; 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 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 Education, Physical Education and Sport principles;

<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>	<ul style="list-style-type: none"> 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 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 Education, Physical Education and Sport 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 Education, Physical Education and Sport including successful completion of three professional placements.</p>
--	---

1. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>At Level 4 you will develop your understanding of the school environment and gain knowledge in the learning and development of children and young people. You will be introduced to the historical, sociological, philosophical and political background to, and influences on, the current education environment. Specialist knowledge will be gained within Physical Education (PE), covering skill acquisition and information processing, health related exercise and physiological aspects relating to developing fitness and performance. Core activity areas of the PE curriculum relating to Games, Athletics and Outdoor and Adventurous Activities (OAA) will be explored to apply understanding of the teaching progress and development of progressive learning within these activity areas. Theoretical analysis of the context and nature of all components of the Physical Education curriculum is accompanied by the development of pedagogic knowledge and skills.</p> <p>To address the rationale for physical activity and sport, the Physical Education module at Level 5 will cover socio economic and inequality factors impacting on young peoples' physical activity and participation beyond the curriculum. Benefits of being active including physiological, prophylactic, psychological and social aspects will be covered along with the determinants and influences- psychological, social, environmental and economic. Current research and practice relating to active children will be reviewed.</p>

Research methods will also be covered at Level 4 in *Researching Children and Young People* and Level 5 *Organising and Managing Sport*, covering both quantitative and qualitative methods, to give key underpinning knowledge required for application at Level 6 when students will embark on their own research. The dissertation module in Level 6 will further enhance knowledge of research methods and you will be supported in the development of individual projects by supervisors, encouraging depth of knowledge and application in a relevant chosen topic.

Specific reference to ethical issues when working with young people will be embedded within this and other modules. Ethical discussions are addressed not only in the core research modules, e.g. within Level 4 *Researching Children and Young People* and Level 6 *Research Project/Dissertation*. Risk assessment and health and safety issues are integral to all PE practical modules and within *Organising and Managing Sport*.

Level 5 further provides knowledge and understanding in PE covering pedagogical content knowledge relating to gym, dance and swimming in addition to theoretical underpinnings. In addition, Level 5 gives students the knowledge, understanding and practical skills in organising and managing sport using sport events within either the school or community settings. An applied research opportunity to evaluate your event will give practice and further knowledge in use and analysis of research.

Education modules at Level 5 develop further knowledge and understanding of issues in secondary education that impact on teaching and learning. The Working with Others module develops knowledge and application of the inter-relationship of teams and agencies involved in supporting the education process. This will include study of how vulnerable young people and families are supported by health, social and educational professionals. The inclusion and SEN module focuses on issues relating to developing inclusive learning, which can then be applied to physical education through the PE modules at Level 5 and 6.

The key area of achievement and diversity in Education is a core module at Level 6. Some of the issues in schools introduced and explored in Level 4 and 5 education modules are then developed and applied to a PE context in the Level 6 Current Issues in Physical Education module, as well as critically evaluating subject specific developments.

You have the opportunity to develop expertise in either education developments through the New Technologies in Secondary Education option module, or wider sport and health issues if they choose the Youth Sport and Health module.

Placements will be provided at Levels 4, 5 and 6. The first placement will focus on the school environment and how different teams work together to promote learning. Level 5 Placement focuses on PE and sport in schools or a Community Sport, with an emphasis on enhancing understanding of how confident performers are developed and the role of the teacher in this process. In Placement three (Level 6) students will be able to identify personalised objectives to address areas of particular interest, or to address gaps in experience. This will enable students to gain additional professional experience to ensure that they are well equipped to prepare them for postgraduate teacher training, having experienced 3 block placements to demonstrate awareness and understanding of teaching as a profession.

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

1. Structure

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

Duration: 2 years full-time
Total credit rating: 360

Level 4 – with effect from September 2017

Core: Students are required to take:

SEA 4002 Introduction to Education	Year 1, Term 1, 20 credits
SEA 4012 Learning and Development	Year 1, Term 1, 20 credits
SHA 4452 Researching Children and Young People	Year 1, Term 1, 20 credits
SHA 4442 Physical Education 1	Year 1, Term 1, 20 credits
SEA 4022 Professional Development and Placement (Education)	Year 1, Term 2, 20 credits
SHA 4322 Physical Education 2	Year 1, Term 2, 20 credits
SHA 4000 Programme Level Assessment	Year 1, Term 2, Pass/Fail

Level 5

Entry requirements: 120 credits from Level 4

Core: Students are required to take:

SEA 5002 Inclusion and SEN	Year 1, Term 3, 20 credits
SEA 5012 Issues in Secondary Education	Year 1, Term 3, 20 credits
SHA 5232 Physical Education 3	Year 1, Term 3, 20 credits
SHA 5282 Organising and Managing Sport	Year 1, Term 3, 20 credits
SEA 5022 Working With Others	Year 2, Term 1, 20 credits
SHA 5292 Professional Development and Placement (PE and Sport)	Year 2, Term 1, 20 credits

Level 6

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

Core: Students are required to take:

SHA 6272 Current Debates in Physical Education	Year 2, Term 2, 20 credits
SEA 6002 Achievement and Diversity	Year 2, Term 2, 20 credits
SEA 6022/SHA6322 Professional Development and Placement 2 (Specialist)	Year 2, Term 3, 20 credits
SHA 6164 Dissertation	Year 2, Term 2 & 3, 40 credits

Options:

SHA 6192 Professional Learning Through Work	Year 2, Term 2 & 3, 20 credits
SHA 6232 Youth Sport and Health	Year 2, Term 3, 20 credits
SEA 6012 New Technologies in Education	Year 2, Term 3, 20 credits

1. Learning, teaching and assessment

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

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that learning will be applied, collaborative and engaged (ACE, 2015). The content of the programme modules are both knowledge and professional practice focussed and will provide graduates with the knowledge and skills relevant to the role of a physical education practitioner working in a variety of school and community settings and with diverse populations (Goal D, LTA Strategy, 2015). The programme provides a student-centred approach that integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the study of Education and physical education.

The programme content will be delivered using a wide variety of teaching methods e.g. lectures, seminars, tutorials, workshops, problem-based learning, case studies, directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem solving, communication and personal skills (Goal A, LTA Strategy, 2015). Practical work, in many

forms will be an essential part of the programme. This diversity of practical work will enable students to reinforce deeper understanding of topics as well as developing specific skills (Goal D, LTA Strategy, 2015). There are multiple opportunities, through the teaching, learning and assessment, for students to develop interventions and responses to contemporary physical education and educational issues, and to communicate these in a variety of forms. This reflects the broad skill-set needed for associated careers. Content will be driven and underpinned by a strong theoretical basis.

To embed and consolidate programme learning, at Level 4, all students are required to undertake Programme Level Assessment, a multidisciplinary project based on the programme objectives. Employability skills will be developed through learning tasks, which require them to either work independently or in small groups and present in a written or oral format (Goal E, LTA strategy, 2015).

Group work features strongly at Levels 4 and 5, in some modules through seminar preparation and delivery, in others through planning and delivery of practical teaching sessions. Increased contact at Level 4 and 5 is balanced by an increase in independent learning at Level 6, for example, with the individual Research Project or Dissertation as a core module, and more group and individual professionally related project work.

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

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

Level 4 and 5 students have increased contact time with tutors through their initial induction activities to help us get to know the student needs better and develop effective partnerships to support learning. The transition from Level 3 to 4 is supported through a comprehensive induction programme in the first three weeks of the programme, which runs alongside formal teaching sessions. Students will complete a diagnostic essay in this induction period and received feedback to support future academic reading and writing skills.

Tutorial support is on both a 1 :1 and group basis where appropriate and will help students to reflect on their performance as an on-going tool to enable them to be aware of how well they are doing in achieving deadlines and working at the rate expected by the 2-year programme. Directed activities support formative assessment, as students who complete these are offered the opportunity to discuss their understanding of the task in groups during the following session. Students are also offered the opportunity for pre-assessment tutorials in modules, where they are able to discuss their assessment understanding and plans. Further, students receive detailed feedback on their assessments and, at the start of each academic semester, are offered an individual tutorial with their Personal Tutor, to review their previous semester feedback and discuss plans for improvement and achievement of their goals. In addition, working in schools on

placement whilst also spending 1 or 2 days a week at University will require the balance of workload to be acknowledged and supported.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development																
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	E9	
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																											
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	The processes of learning	The effects of cultural, societal, political, historical & economic	Formal & informal contexts for learning	The complex interactions between education.	The key issues in Physical Education.	The physiological, psychological, social, environmental & economic aspects of	The performance of physical activity.	The relationship between physical activity & health.	Apply theory to the effective delivery of Secondary Physical Education & Sport	Evaluate policies, strategies & practices within the context of Secondary	Plan, organise, manage & evaluate sport.	Research, describe and analyse information	Critically assess and evaluate evidence.	Make informed choices in the areas of ethical behaviour, social and	Develop reasoned arguments and challenge assumptions.	Utilise subject specific skills	Design, conduct and evaluate small scale research in Education. Physical	Self-management	Team-working	Business and Sector Awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural and civic awareness	
SEA 4002 Introduction to Education																											
SEA 4012 Learning and Development																											
SHA 4442 Physical Education 1																											
SHA 4452 Researching Children and Young People																											
SHA 4322 Physical Education 2																											
SEA 4022 Professional Development and Placement (Education)																											
SEA 5022 Inclusion and SEN																											
SEA 5012 Issues in Secondary Education																											
SHA 5232 Physical Education 3																											
SHA 5282 Organising and Managing Sport																											
SEA 5022 Working With Others																											
SHA 5292 Professional Development and Placement (PE and Sport)																											
SHA 6272 Current Debates in PE																											
SEA 6002 Achievement and Diversity																											

1. Entry requirements

Honours degree programmes
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) preferably including a Sport/Physical Education qualification and 3 should be GCSE English Language, Mathematics and Science at grade C (or equivalent).</p> <p>Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus.</p> <p>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), with no component below 5.5, or equivalent test.</p> <p>The BA (Hons) Secondary Education, Physical Education and Sport programme follows a non-standard delivery pattern.</p> <p>The programme will recruit students who are capable of following such a programme; this will be achieved by interviewing all potential candidates and selecting via the UCAS forms. The normal entry requirements are 124 points. The recruitment team will look to accept students who evidence commitment, motivation and maturity to study. Where students do not meet the entry requirements with regard to UCAS points, their application will be reviewed on its own merit and should reflect additional relevant experience.</p> <p>Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.</p>

1. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any 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.

1. Prerequisites

Details of modules which <u>must</u> be passed before enrolment on a module at a higher level
-

1. 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)
One external examiner is appointed for the programme.

1. 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)

The BA (Hons) Secondary Education, Physical Education and Sport programme follows a non-standard delivery pattern. The programme is accelerated to enable students to graduate after two years of study.

The 2-year programme is enabled by shortening the student vacation periods that would normally be provided on a 3-year degree. The number of taught hours across the 2 years is comparable to the number students receive on the 3 year programme. The difference is that the Placement period runs alongside the taught modules during the 2-year programme as opposed to as a separate block in the 3-year programme, thus enabling time to be condensed in the Academic Year (AY).

1. 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.

Appendix 1 Programme Structure

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Level 4		Level 5		Level 6	
Sept to Nov	Dec to Apr	May to July	Sept to Dec	Jan to Apr	Apr to July
Introduction to Education (20 credits) SEA4002	Physical Education 2 (20 credits) SHA4322	Inclusion and SEN (20 credits) SEA5002	Working with Others (20 credits) SEA5022	Current Debates in PE (20 credits) SHA6272	PDP (Specialist) (20 credits) SEA6022 SHA6322
Learning and Development (20 credits) SEA4012	PDP (Education) (20 credits) SEA4022	Issues in Secondary Education (20 credits) SEA5012	PDP (PE and Sport) (20 credits) SHA5292	Achievement and Diversity (20 credits) SEA6002	
Physical Education 1 (20 credits) SHA4442		Physical Education 3 (20 credits) SHA5232		Dissertation (40 credits) SHA6164	
Researching Children and Young People (20 credits) SHA4452		Organising and Managing Sport (20 credits) SHA5282		<i>Professional Learning through Work</i> (20 credit option) SHA6192	
					<i>Youth Sport and Health</i> (20 credit option) SHA6232
					<i>New Technologies in Education</i> (20 credit option) SEA6012