



Approved on .....

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	n/a
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BA (Hons)</b>
<b>Title of programme(s)</b>	<b>Secondary Physical Education and Sports Coaching</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode(s) of study</b>	<b>3 years full time</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2016</b>
<b>Periodic review next due</b> <i>(acad. Year)</i>	
<b>UCAS course code &amp; code name</b>	<b>XC61</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
<p>The programme aims to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Develop professional knowledge and expertise as reflective practitioners through experience in schools and community coaching settings.</li> <li>• Develop knowledge and understanding in coaching process and practice.</li> <li>• Develop knowledge and expertise in the sport and exercises in relation to sports coaching, physical education and sports performance.</li> <li>• Develop the necessary knowledge, skills and experience to be able to work directly in the field of sports coaching.</li> <li>• Develop knowledge, understanding and skills in secondary physical education to prepare for further training for a career in teaching.</li> </ul>

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

### 3. Student learning outcomes of the programme

#### **Learning outcomes in terms of:**

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **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 Secondary 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 secondary 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 secondary 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 secondary physical education.
- P2 Design, conduct and evaluate small scale research in sports coaching and/or physical education 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 practice as they apply to sports coaching and

	secondary 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.	

<p><b>Statement of congruence with the relevant published subject benchmark statements</b>  <i>(including appropriate references to the FHEQ and any PSRB requirements)</i></p>	
<p>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):</p> <ul style="list-style-type: none"> <li>• “The study of human responses to sport and exercise”</li> <li>• “The study of the performance of sport and its enhancement, monitoring and analysis”</li> <li>• “The study of policy, planning, management and delivery of sporting opportunities”</li> <li>• “The study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport”.</li> </ul>	

4. Learning outcomes for subsidiary award(s)

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

## 5. Content

<p><b>Summary of content by theme</b>          (providing a 'vertical' view through the programme)</p>
<p>Secondary 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.</p> <p>A number of the modules emphasise the relationship between the two areas, in particular, Level 4 Active Children and Secondary 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.</p>

Sports coaching practices and processes are addressed at each level, building on each other and linking to the Skills Active Sport Coach Education criteria. In addition, the Sport and Exercise Science/Psychology modules provide underpinning knowledge whilst also applying theory to practice in sports coaching. Social, cultural, political and economic factors influencing young people's physical activity patterns are considered from historical and contemporary perspectives in the core module Active Children and Secondary 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 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.

Health issues and young people are examined in core modules at Level 4: Secondary Physical Education 1, an, option module at Level 5: Community Health and Fitness, and an option module at level 6: Youth Sport and Health.

Research skills including data collection, qualitative and quantitative analysis is included in the Level 4 and 5 Research Methods modules. Students learn how to formulate a research proposal and prepare for their Level 6 Individual Dissertation module by conducting a small group research project.

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

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

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

## 6. Structure

### SECONDARY PHYSICAL EDUCATION AND SPORTS COACHING (Single Honours)

<b>Duration:</b>	3 years full-time / 6 years part-time
<b>Total credit rating:</b>	360
<b>Course code:</b>	XC61
<b>Award Aim:</b>	BA (Hons) – 360 credits
<b>Subsidiary awards:</b>	Dip HE – 240 credits Cert HE – 120 credits

#### Level 4

Please refer to the Prospectus for entry requirements.

**Core:** Candidates are required to take:

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SHN4000	Programme Level Assessment - Core	
SHN4142	Research Methods 1	Sem 2 20 Credits
SHN4322	Secondary Physical Education 2 – Core	Sem 2 20 Credits
SHN4342	Sport and Exercise Sciences – Core	Sem 2 20 Credits
SHN4422	Coaching Process and Practice – Core	Sem 1 20 Credits
SHN4442	Active Children and Secondary Physical Education 1 - Core	Sem 1 20 Credits
SHN4992	Ethics, Society and Employability	Sem 1 20 credits

### **Level 5**

Progression requirements: 120 credits from Level 4

**Core:** Candidates are required to take:

SHN5142	Research Methods 2	Sem 2 20 Credits
SHN5202	Coaching Assessment of Performance	Sem 1 20 Credits
SHN5232	Secondary Physical Education 3	Sem 1 20 Credits
SHN5262	Sport Psychology: Theory to Practice	Sem 2 20 Credits

and are required to choose 20 credits from:

SHN5152	Professional Development and Placement 2	Sem 1&2 20 Credits
SHN5162	Volunteering in Sport, Health and Nutrition	Sem 1&2 20 Credits

Options: 20 credits from:

SHN5242	Event Management	Sem 2 20 Credits
SHN5212	Community Health and Fitness	Sem 2 20 Credits

### **Level 6**

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

**Core:** Candidates are required to take:

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

and are required to choose 40 credits from:

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
SHN6282	Community Sports Development	Sem 2 20 Credits

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

## 7. Learning, teaching and assessment

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

The 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 secondary physical education to projects and case studies (Level 5) and critical evaluation of advanced issues in both areas of study (Level 6). The Level 6

Dissertation can be in the area of sports coaching or physical education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential.

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 <b>KIS categories</b> of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad.	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold script</b> )	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)		
SHN4142 Research Methods 1	Lectures, seminars. IT	<b>Coursework</b> – (written - case study)  <b>Coursework</b> (written report)  Directed Activities	2000 words  2000 words  Pass=100% of 10% Fail=0%	45%  45%  10%	Mid-Sem 2  End Semester 2	<b>Rachael McDonald</b>	
SHN4322 Secondary Physical Education 2	Lectures, practical, peer teaching, guided independent study	<b>Coursework</b>  <b>Coursework</b>  Directed Activities	2000 words  2000 words  Pass=100% of 10% Fail=0%	45%  45%  10%	End of Sem 2  End Sem 2  Sem 2	<b>Aled Rowlands</b>	
SHN4342 Sport and Exercise Science	Lectures, practical workshops/seminars, guided independent study	<b>Written</b> (Exam x 2)  <b>Written</b> (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  Sem 2	<b>Rachael McDonald</b>	
SHN4422 Coaching Processes and Practice	Lectures, workshops, practical activities, guided independent study	<b>Coursework</b>  <b>Coursework</b>  Directed Activities	2000 words  2000 words  Pass=100% of 10% Fail=0%	45%  45%  10%	Mid Sem 1  End Sem 1  Sem 1	<b>Jon Radcliffe</b>	
SHN4442 Active Children and Secondary Physical Education	Lectures, practical, workshops, guided independent study	<b>Coursework</b>  <b>Coursework</b>  Directed Activities	1500 words  2500 words  Pass=100% of 10% Fail=0%	30%  60%  0%	Sem 1  Sem 1  Weekly	<b>Aled Rowlands</b>	



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 <b>bold</b> 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)		
SHN4992 Ethics, Society and Employability	Lectures, debates, workshops	<b>Coursework</b> (Written reflections)	2,000 words	40%	End Semester 2	<b>AM Mealey &amp; J Fook</b>	
		<b>Coursework or Practical</b> Negotiated assessment	1,500 words or equivalent	40%	End Semester 1		
		Directed activities	Pass = 100% of 20%. Fail = 0%	20%	Sem 1		
		Professional Placement	P/F	0%	Sem 2		
SHN 5142 Research Methods 2	Lectures, seminars	<b>Coursework</b> (Portfolio)	4000 words	100%	Throughout Sem 2	<b>Chris Rowley</b>	
SHN5152 Professional Development and Placement 2	Lectures, tutorials, placement, Guided independent study	<b>Coursework</b> (Portfolio)	4,000 words	100%	Throughout the year	<b>Catherine Rowlands</b>	
		<b>Practical</b> (Placement)		Pass/Fail	During placement		
SHN5162 Volunteering in SHN	Lectures, tutorials, volunteering	<b>Coursework</b> (Portfolio)	4000 words	100%	Throughout the year	<b>Kostas Zervas</b>	
		<b>Practical</b> (Placement)		Pass/Fail	During placement		
SHN5202 Coaching Assessment of Performance	Lectures, Practical, Independent Study	<b>Coaching and Assessment File</b>	4000 words	100%	End Sem 1	<b>Jon Radcliffe</b>	
SHN5212 Community Health and Fitness	Lectures, practicals, guided independent study	<b>Practical</b> (skills assessment)	20 minutes	50%	End Sem 2	<b>Mark Russell</b>	
		<b>Coursework</b> (written essay)	2000 words	50%	End Sem 2		
SHN5232 Secondary Physical Education 3	Lectures, practicals, guided independent study	<b>Coursework</b> (Portfolio)	2000 word equivalent	50%	End Sem 1	<b>Sue Rushton</b>	
		<b>Coursework</b> (written essay)	2000 words	50%	End of Sem 1		

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 <b>bold</b> 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)		
SHN5242 Event Management	Lectures, workshops, practicals, tutorials, event delivery, guided independent study	<b>Practical</b> (Group oral presentation)  <b>Coursework</b> (written report)	1 hour (10 mins each)  2000 words	50%  50%	Mid Sem 2  End Sem 2	<b>Catherine Rowlands</b>	
SHN5262 Sport Psychology: Theory to Practice	Lectures, Seminars, Independent Study	<b>Poster</b>  <b>Report</b>  <b>Directed Activities</b>	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	<b>Chris Rowley and Jon Radcliffe</b>	
SHN6164 Dissertation	Lectures, tutorials	<b>Dissertation</b>	8000 words	100%	End Semester 2	<b>Philip McDonald</b>	
SHN6192 Professional Learning through Work	Lecture, review seminars, online support, tutorials	<b>Coursework</b> (written report)  <b>Coursework</b> (written report)  <b>Practical</b> (Oral presentation)	1,000 words equiv  4,000 words  15 minutes	Pass/Fail  75%  25%	Mid Semester 1  End Semester 2  End Semester 2	<b>Ian Kenvyn</b>	
SHN6202 Physical Activity and Behaviour Change	Lectures, Small group work/ seminars, guided independent study	<b>Coursework</b> (written essay)  <b>Coursework</b> (written case study)	2000 words  1500 words	50%  50%	End Sem 2  End Sem 2	<b>Nicola Arjomandkhah</b>	

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 <b>bold script</b> )	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)		
SHN6232 Youth Sport and Health	Lectures, seminars/groupwork, guided independent study	<b>Coursework</b> <b>Coursework</b> (written report)	2000 words 2000 words	50% 50%	End Sem 1 End Sem 1	<b>Philip McDonald</b> <b>Nina Quinlan</b>	
SHN6262 Sport and Society	Lectures, workshops, guided independent study	<b>Practical</b> (Group oral presentation) <b>Coursework</b> (written essay)	15 mins 2500 words	40% 60%	Mid Sem 2 End Sem 2	<b>tbc</b>	
SHN6272 Issues and Leadership in PE	Lectures, workshops, practical, guided independent study	<b>Coursework</b> (written case study)	4000 words	100%	End Sem 1	<b>Sue Rushton</b>	
SHN6282 Community Sports Development	Lectures, workshops, practicals, tutorials, guided independent study	<b>Coursework</b> (written report) <b>Practical</b> (Group oral presentation)	2000 words 10 mins	50% 50%	End Sem 2 Mid Sem 2	<b>Catherine Rowlands</b>	
SHN6312 Management and Development of Sports Coaching	Lectures, workshops, guided independent study	<b>Exam</b> <b>Coursework</b> (Essay)	1.5hr 2000 words (equiv)	50% 50%	End Sem 2 End Sem 2	<b>tbc</b>	

### 7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme												Skills Development								
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.														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 I																					
SHN4322 Secondary Physical Education 2																					
SHN4342 Sport and Exercise Science																					
SHN4422 Coaching Process and Practice																					
SHN4442 Active Children and Secondary Physical Education																					
SHN4992 Ethics, Society and Employability																					
SHN5142 Research Methods 2																					
SHN5152 Professional Development and Placement 2																					
SHN5162 Volunteering in Sport, Health and Nutrition																					
SHN5202 Coaching Assessment of Performance																					
SHN5212 Community Health and Fitness																					
SHN5232 Secondary Physical Education 3																					
SHN5242 Event Management																					

	Assessed learning outcomes of the programme												Skills Development								
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.														Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness
SHN5262 Sport Psychology: Theory to Practice				■				■	■	■	■					■					
SHN6164 Dissertation	■	■	■						■	■		■	■	■			■	■	■	■	■
SHN6192 Professional Learning Through Work	■			■	■	■			■	■	■	■	■	■	■	■	■		■	■	■
SHN6202 Physical Activity and Behaviour Change				■	■	■		■	■	■				■	■	■	■		■	■	■
SHN6232 Youth Sport and Health	■	■			■	■	■	■	■		■			■		■	■		■	■	
SHN6312 Management & Development of Sport Coaching			■		■			■	■		■				■	■	■		■		■
SHN6262 Sport and Society		■	■			■	■	■	■	■				■	■		■		■		
SHN6272 Issues and Leadership in PE	■			■	■	■			■	■		■		■	■	■	■		■		■
SHN6282 Community Sports Development	■	■	■	■	■	■	■		■	■		■		■	■	■	■			■	■

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 two should be GCSE English Language 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 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.*

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)

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

12. Additional information

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

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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) Secondary PE and Sports Coaching from September 2017

## PROGRAMME SPECIFICATION

### 1. General information

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

### 2. Aims of the programme

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



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

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

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

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

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

On successful completion of the programme students will have demonstrated:

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

- P1 Utilisation of subject specific skills such as planning, observing, evaluating, organising, teaching, risk assessment and client profiling, in the practice of sports coaching, delivery of sports activities and in secondary physical education.
- P2 Conducting and evaluating small scale research in sports coaching and/or physical education contexts.
- I1 Understanding of research, being able to describe and analyse information.
- I2 Critical assessment and evaluation of evidence.
- I3 Informed choices in the areas of ethical behaviour, social and environmental responsibility and equal opportunities practice as they apply to sports coaching and secondary physical education as areas of academic enquiry.
- I4 Development of reasoned arguments and challenging assumptions.

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

<p>than one module over Levels 4, 5 &amp; 6.</p>	<p>iii) an ability to work autonomously within a structured learning experience;</p> <p>iv) effective communication of the results of their work in a variety of forms;</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

Secondary Physical Education and Sports Coaching is a single honours degree providing you with the knowledge, skills and practical experiences to work directly within the context of two distinctive while overlapping areas of employment: Physical Education and Sports Coaching. This course covers the major practical and intellectual disciplines evident in both these professions.

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 *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 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 PE and Coaching, in particular, Level 4 *Active Children and Secondary 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 Secondary 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 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.

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

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

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

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

## 6. Structure

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

**Duration:** 3 years full-time

**Total credit rating:** 360

#### Level 4

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

#### Level 5

Progression requirements: 120 credits from Level 4

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

**Level 6**

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

<b>Core:</b>	Students are required to take:		
SHN 6164	Dissertation	Sem 1 & 2	40 credits
SHN 6232	Youth Sport and Health	Sem 1	20 credits
SHN 6312	Management and Development of Sports Coaching	Sem 2	20 credits

and are required to choose 40 credits from:

SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN 6262	Sport and Society	Sem 2	20 credits
SHN 6272	Current Debates in PE	Sem 1	20 credits
SHN 6282	Community Sport Development	Sem 2	20 Credits

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

7. Learning, teaching and assessment

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

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

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

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

A Progressive Learning Structure is built into the course design:

- The levels of the programme will lead students from a focus on knowledge acquisition (Level 4) to its application (Level 5), and culminate in opportunities for analytical synthesis and evaluation in Level 6 (LTAS, 2015:E).
- The corresponding professional emphasis of the programme is information gathering and research (Level 4), application of sports coaching or secondary physical education to projects and case studies (Level 5) and critical evaluation of advanced issues in both areas of study (Level 6).
- The Level 6 dissertation can be in the area of sports coaching or physical education or a combination of both. Ensuring engagement and personalisation of learning will help students develop and achieve their academic potential (LTAS, 2015:C).

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

### **Assessment**

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

**7b) Programme learning outcomes covered**

	Assessed learning outcomes of the programme												Skills Development									
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Key issues in PE	pedagogical approaches and practices	Apply theory to the effective delivery	Sports coaching process and practice.	Scientific and social basis	Research methods tion.	Problem solving skills	Describe and analyse information.	Assess and evaluate evidence.	ethical behaviour, social responsibility	Develop reasoned arguments challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	work / business awareness	
SHN 4142 Research Methods 1																						
SHN 4322 Secondary Physical Education 2																						
SHN 4342 Sport and Exercise Sciences																						
SHN 4422 Coaching Process and Practice																						
SHN 4442 Active Children and Secondary Physical Education																						
SHN 4992 Ethics, Society and Employability																						
SHN 5142 Research Methods 2																						
SHN 5152 Professional Development and Placement 2																						
SHN 5162 Volunteering in Sport, Health and Nutrition																						
SHN 5202 Coaching Assessment of Performance																						
SHN 5212 Community Health and Fitness																						
SHN 5232 Secondary Physical Education 3																						



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

	Assessed learning outcomes of the programme													Skills Development								
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Key issues in PE	pedagogical approaches and practices	Apply theory to the effective delivery	Sports coaching process and practice.	Scientific and social basis	Research methods tion.	Problem solving skills	Describe and analyse information.	Assess and evaluate evidence.	ethical behaviour, social responsibility	Develop reasoned arguments challenge assumptions	Utilise subject specific skills	Design, conduct and evaluate research	Self-management	Team-working	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	work / business awareness	
SHN 5242 Event Management																						
SHN 5262 Sport Psychology: Theory to Practice																						
SHN 6164 Dissertation																						
SHN 6192 Professional Learning Through Work																						
SHN 6202 Physical Activity and Behaviour Change																						
SHN 6232 Youth Sport and Health																						
SHN 6312 Management and Development of Sport Coaching																						
SHN 6262 Sport and Society																						
SHN 6272 Current Debates in PE																						
SHN 6282 Community Sports Development																						

## 8. Entry requirements

**Honours degree programmes**

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

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

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

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

## 9. Progression, classification and award requirements

**Details of requirements for student progression between levels and receipt of the award(s)**

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

The undergraduate Taught Course Academic Regulations apply.

## 10. Prerequisites

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

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

Not applicable.

## 11. External examining arrangements

**External examining arrangements**

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

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

## 12. Additional information

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

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

## 13. Additional support needs

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.