

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>(e.g. BA Hons)</i>	BSc (Hons)
Title of programme(s)	Sports Coaching
Subsidiary award(s) <i>(if any)</i>	CertHE, DipHE and BSc (fallback awards)
Duration and mode(s) of study	3 years Full-time 6 years Part-time
Start date <i>(this version) (month and year)</i>	September 2017
Periodic review next due <i>(acad. year)</i>	2021/2022
JACS code	C610
UCAS course code & code name	C6P3
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The Sports Coaching BSc (Hons) programme at Leeds Trinity University provides a comprehensive Sports Coaching degree with a strong focus on the professional practice of coaching. There are professional practice related modules at all three levels of undergraduate study and this practical work is supported through further modules that explore the scientific underpinnings for practice and the principles and methods of coaching pedagogy to improve performance. As a graduate you will have the necessary knowledge, skills and experience to be able to work directly in the field of sports coaching. The programme content is mapped against the coaching curriculum proposed by Skills Active, Sports Coach UK, and the Institute for the Management of Sport and Physical Activity.</p>

The programme is designed so that you can shape your learning experience in order to explore coaching for different groups and levels, from young to old and from amateur to elite sports. You will develop awareness of inclusivity of practice and the ability to tailor your coaching practice to different groups and also have the opportunity to identify and develop your own specialist area. Moreover, there will be optional business orientated modules offered, which will enable the development of personal and business transferable skills that are essential for your lifelong learning and personal career development

Through the University's distinctive system of extended professional placements at each level you can explore this diverse sector, develop that practical experience, and develop links with professional organisations, agencies and commercial coaching providers. As a graduate of this programme you will have a clearer idea of which type of coaching best suits you and practical experience and understanding in this specific area to help land the right job. To support you in this, each student is assigned a Development Tutor from the academic staff team to help you make the right choices in personalising your learning experience throughout the duration of the programme. Your Development Tutor will also keep in contact with you during your placements to help get the most out of these valuable experiences.

The programme reflects Leeds Trinity's desire for a strong focus on vocational courses. On this course you will develop a broad range of personal and business transferable skills that are essential for lifelong learning and career development, including the ability to adopt ethically, safe working practices, the ability to think globally and consider issues from a variety of perspectives and the ability to adhere to relevant legislation and professional codes of conduct. As a graduate you will be a multidisciplinary citizen with the ability to analyse, synthesise, problem solve, critically evaluate and reflect on information, concepts and processes that underpin coaching pedagogy and practice.

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 programme, you will have demonstrated:

- K1 Coherent and detailed knowledge and understanding of the theoretical aspects of sport, sport coaching, pedagogy and sport science for a range of special populations;
- K2 An understanding of Sports Coaching through both evidence-based and professional practice, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions, within a framework of critical evaluation and synthesis;
- K3 A critical understanding of the moral and ethical issues encountered in Sports Coaching and to recognise intercultural issues relevant to professional practice;
- K4 The ability to understand and critically appraise the study of the performance of sport and its enhancement, monitoring and analysis;
- K5 The ability to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities;
- I1 Secure use of analytical research methods related to the discipline area of Sports Coaching;

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- I2 The ability to acquire, interpret, evaluate critically and challenge knowledge, concepts and evidence from a range of sources appropriate to Sport coaching, and integrate these into a coherent, structured argument;
- I3 Effective and sustained communication of results and arguments, taking into account the intended audience;
- P1 The ability to utilise subject-related skills within laboratory and field environments;
- P2 Competence in the planning, design and execution of practical activities using appropriate techniques and procedures, with due regard for safety, ethics and risk assessment;
- P3 A capacity to plan, design and undertake a piece of independent research;
- P4 The ability to plan, implement and evaluate a series of Sports Coaching practical sessions;

- 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 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;
- E4 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;
- 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 generic learning outcomes for subsidiary awards set out in section 4 below.

3a. External benchmarks

Statement of congruence with the relevant published subject benchmark statements

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The programme objectives were developed with reference to the QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008), the QAA Framework for HE Qualifications, the Further and Higher Education Qualification Descriptors and the University Learning, Teaching and Assessment Strategy. Consideration was also given to the proposed updated QAA subject benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2016).

The programme also aligns with the principles and curriculum requirements for the Sports Coaching education course proposed by Skills Active, Sports Coach UK, and The Institute for the Management of Sport and Physical Activity.

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

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outcomes is addressed by more than one module over Levels 4, 5 & 6.	<ul style="list-style-type: none"> 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>
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5. Content

Summary of content by theme
<p>The programme is modular based and includes the eight core themes described below, which are reflective of the Sports Coach Education curriculum identified by the Skills Active HE endorsement scheme. In addition to these, there is the optional strand within Level 6 focussing on entrepreneurship and creativity.</p> <p><u>Coaching pedagogy:</u> At Level 4, you study coaching pedagogy through understanding types of coaching methods and strategies, communications styles, planning and evaluation, learning styles and theories of motor learning within the Coaching Process and Practice module. The module will also introduce the range of coaching domains and the need for a coaching philosophy. At Level 5, <i>Coaching Pedagogy</i> serves to review the appropriate coaching interventions based on an individual's stage of learning and learning preferences. At Level 6, you will examine motor control and skill acquisition in identifying how practice schedules and coaching cues can influence the rate at which motor skills are acquired and also learned.</p> <p><u>Psychological aspects of sports coaching:</u> At Level 4, psychosocial aspects are also introduced via the Coaching Process and Practice module relating to motivation and leadership. At Level 5, the Sport Psychology: Theory to Practice module examines such concepts as optimising goal setting, theories of motivation, anxiety and confidence, as well as team cohesion. At Level 6, practical strategies to develop the psychological competencies of the athlete are explored within the Performance Coaching module, whilst the psychosocial underpinnings of the coach athlete relationship and team dynamics are critically evaluated within the Professional Practice in Coaching module.</p> <p><u>Professional practice:</u> With your employability as a strategic objective of the programme, professional practice receives considerable attention through all three levels. This is reflected in the compulsory work placements in Levels 4 and 5 and the optional modules of <i>Professional Learning Through Work</i> or <i>Entrepreneurship and Creativity</i>, each requiring the completion of a project to aid graduate employability or develop entrepreneurial skills. Level 4 and Level 5 placements are accordingly supported via specific modules, by your Development Tutor through the year and in the placement preparation period.</p> <p>At Level 4, <i>Sport in the UK</i> examines the complexity of the organisation of sport in the UK. <i>Coaching Process and Practice</i> identifies models of coaching practice and how these can apply to a range of contexts, nationally and internationally, catering for the diverse needs of athletes/participants. This module also reviews the professional codes to which coaches must adhere, as well as the ethical and moral responsibilities of the coach. At Level 6, <i>Professional Practice in Coaching</i> critically examines the complexities of working as a professional coach.</p> <p><u>Management and development of coaching:</u> At Level 4, <i>Sport in The UK</i> introduces the position of sport in the UK and the history of UK sport. The module also introduces some of the complexities of funding distribution with UK sport. During the Level 6 module, <i>Management and Development of Sports Coaching</i>, you will critically examine the sports industry in the UK and the position of coaching within this industry.</p>

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Physiological aspects of sports performance: At Level 4, you are introduced to the physiological components of performance in *Sport and Exercise Performance Studies*. At Level 5, in the Coaching and Assessment of Performance module your previous work is further developed to conduct physiological field based tests to assess an athlete prior to developing a suitable sports coaching programme.

Analysis of sports performance: At Level 4, you are taught the principles of performance analysis. In *Analysing Sport* you will identify performance indicators across a variety of sports and then perform a technologically facilitated analysis of sport. At Level 5, you will develop the concept of performance analysis as a measure of identifying coaching strategies and evaluating the effectiveness of coaching practice with the Coaching and Assessment of Performance module. With an emphasis on the developing young athlete, the Growth and Development of the Athlete module introduces the various approaches to identifying potential talent in youth sport and appraises the merits of such approaches.

Biomechanical and movement analysis: At Level 4, within the Sport and Exercise Performance Studies module you study skeletal and muscular anatomy and function whilst the Analysing Sport module will introduce the concept of assessing kinematic and kinetic variable using a range of techniques. Level 5 builds on previous knowledge when examining appropriate testing procedures to inform coaching objectives within the Coaching and Assessment of Performance module.

Research Skills: Modules emphasising the need for research skills are essential at each stage of study and while a number of modules require fundamental researching skills such as searching the literature associated with the subject area, there are modules which develop your ability to review existing material and synthesise conclusions based upon both prior reading and well-controlled empirical research. At Levels 4 and 5, you undertake *Research Methods 1* and *2* respectively where key methodological concepts are introduced and you will be encouraged to use higher level analysis and synthesis skills when navigating a subject area. The final year Dissertation module requires you to plan, design, execute and communicate a sustained piece of independent work, which provides evidence of critical engagement.

6. Structure

BSc (Hons) Sports Coaching

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

Total credit rating: 360

Full-time structure

Level 4 with effect from September 2017

Core:	Candidates are required to take:		
SHN 4422	Coaching Process and Practice	Sem 1	20 credits
SHN 4992	Ethics, Society and Employability	Sem 1	20 credits
SHN 4532	Analysing Sport	Sem 1	20 credits
SHN 4462	Sport, Culture and Media (<i>formerly Sport in the UK</i>)	Sem 2	20 credits
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4342	Sport and Exercise Performance Studies	Sem 2	20 credits

Programme Level Assessment: Level 4 students will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge developed across all of the modules studied.

Level 5 with effect from September 2018

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Progression requirements: 120 credits from Level 4, or equivalent.

Core:	Candidates are required to take:		
SHN 5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5342	Growth and Development of The Athlete	Sem 1	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits
SHN 5332	Coaching Pedagogy	Sem 2	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	Sem 1&2	20 credits

Level 6 with effect from September 2019

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5, or equivalent.

Core:	Candidates are required to take:		
SHN 6352	Skill Acquisition and Motor Control	Sem 1	20 credits
SHN 6312	Management and Development of Sports Coaching	Sem 2	20 credits
SHN 6342	Professional Practice in Coaching	Sem 2	20 credits
SHN 6164	Dissertation	Sem 1&2	40 credits
<u>and</u> are required to choose 20 credits from:			
SHN 6362	Performance Coaching	Sem 1	20 credits
BMM 6302	Entrepreneurship and Creativity	Sem 1&2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1&2	20 credits

Part-time structure

Level 4 with effect from September 2017

Year 1

Core:	Candidates are required to take:		
SHN 4422	Coaching Process and Practice	Sem 1	20 credits
SHN 4992	Ethics, Society and Employability	Sem 1	20 credits
SHN 4462	Sport, Culture and Media <i>(formerly Sport in the UK)</i>	Sem 2	20 credits

Year 2

Core:	Candidates are required to take:		
SHN 4532	Analysing Sport	Sem 1	20 credits
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4342	Sport and Exercise Performance Studies	Sem 2	20 credits

Programme Level Assessment: Level 4 students will study modules worth 120 credits and at the end of the 2nd year will also take a Programme Level Assessment (PLA). This takes place over three weeks and brings together the skills and knowledge developed across all of the modules studied.

Level 5 with effect from September 2019

Progression requirements: 120 credits from Level 4, or equivalent.

Year 3

Core:	Candidates are required to take:		
SHN 5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN 5342	Growth and Development of The Athlete	Sem 1	20 credits
SHN 5332	Coaching Pedagogy	Sem 2	20 credits

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Year 4

Core:	Candidates are required to take:		
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5142	Research Methods 2	Sem 2	20 credits

and are required to choose 20 credits from:

SHN 5152	Professional Development and Placement 2	Sem 1&2	20 credits
SHN 5162	Volunteering	Sem 1&2	20 credits

Level 6 with effect from September 2021

Progression requirements: 120 credits from Level 4 and 120 credits from Level 5, or equivalent.

Year 5

Core:	Candidates are required to take:		
SHN 6352	Skill Acquisition and Motor Control	Sem 1	20 credits
SHN 6312	Management and Development of Sports Coaching	Sem 2	20 credits
SHN 6342	Professional Practice in Coaching	Sem 2	20 credits

Year 6

Core:	Candidates are required to take:		
SHN 6164	Dissertation	Sem 1&2	40 credits
<u>and</u> are required to choose 20 credits from:			
SHN 6362	Performance Coaching	Sem 1	20 credits
BMM 6302	Entrepreneurship and Creativity	Sem 1&2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1&2	20 credits

7. 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 your learning will be applied, collaborative and engaged (ACE) (2015). The content of the programme modules are industry driven and will equip you with the attributes required to work as a sports coach or within a variety of related domains (Goal D, LTA strategy, 2015).

The programme aims are reflective of the multi and interdisciplinary nature of sport and sport coaching. This is evident in specific modules which encourage cross discipline collaboration. You are required to work to your strengths within an interdisciplinary team with a considerable element of peer learning encouraged. Additional modules which are shared with other subject areas will be scheduled to enable contextually relevant discussions within seminars and workshops. Modules are single semester in duration. This enables compatibility with overseas universities and allows the option for study abroad.

Content will be delivered by a wide variety of methods including lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies and directed and self-directed activities. Using this diverse approach to learning encourages you to develop problem solving, communication and personal skills. The use of group based collaborative learning and problem based learning facilitates active enquiry and encourages you to be responsible for your learning (Goal A, LTA strategy, 2015). There is an emphasis on work based learning. This is evident in core modules within Levels 4 and 5 and also the optional Professional Learning Through Work module in Level 6. You will engage with a period of work within industry and are supported by taught content and placement preparation. Practical work, in the form of laboratory classes, workshop activities, or practical coaching sessions, forms an essential part of the programme and reflects the practical nature of the sports coaching industry. Furthermore, the use of reflective practice, which is an assessed component of a number of modules, will develop criticality and help

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you to make informed decisions based on the analysis of previous experiences to inform future practice (Goal E, LTA strategy, 2015). At Level 4, you will complete a Programme Level Assessment which is a multi-disciplinary project to link together the programme objectives. Programme Level Assessment consists of a collaborative project (Goal A, LTA strategy, 2015) and will consolidate knowledge and analytical skills from a number of modules.

Timetabled meetings with your Development Tutor will be scheduled to support the transition from Level 3 to Level 4 (Goal E, LTA strategy, 2015). You will undertake a substantial independent dissertation in the final year of study, which will enable you to enhance graduate and professional skills (Goal D, LTA strategy, 2015), promote active enquiry (Goal A, LTA strategy, 2015) and develop analytical and critical thinking skills (Goal E, LTA strategy, 2015), whilst staff provide individualised supervisory support.

Moodle provides online access to a range of teaching, learning and assessment materials. The Panopto video casting platform is used to provide 'mini lectures' and subject summaries in support of the contact sessions, again providing a flexible learning environment. Additionally, Panopto enables the capture of lectures and also student presentations, which serve as a valuable resource (Goal B, LTA strategy, 2015).

Assessment methods for the programme have been selected to ensure the range of knowledge, understanding and skills are assessed appropriately. Assessment methods are diverse and typically include oral presentations, seminars, reports, case studies, laboratory reports, examinations, posters and the assessment of practical and professional skills. Assessment serves three purposes: summative, formative and diagnostic and these different types of assessment are included in the programme. The programme team will provide relevant and effective feedback on your summative assessments and this will be given within 20 working days. A number of modules foster an environment which encourages peer feedback as part of the learning process. Peer learning and feedback are promoted through a number of modules, where in-class presentations and debates receive both peer and lecturer feedback.

7b) Programme learning outcomes covered

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Adjust LO codes as necessary. → These must match module descriptors.	Assessed learning outcomes of the programme												Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	P1	P2	P3	P4	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, i.e. not all students on this programme will undertake these.	Knowledge and understanding	Evidence-based & professional practice	Moral and ethical issues	Performance of sport	Sporting opportunities	Analytical research methods	Interpret/evaluate critically/challenge	Communication of results/arguments	Subject-related skills	Practical activities	Piece of independent research	Sports Coaching practical sessions	Self-management	Teamworking	Problem-solving	Business and sector awareness	Communication	Application of numeracy	Application of information technology	Entrepreneurship/enterprise	Social, cultural & civic awareness.
SHN 4422 Coaching Process and Practice																					
SHN 4992 Ethics, Society and Employability																					
SHN 4532 Analysing Sport																					
SHN 4142 Research Methods 1																					
SHN 4462 Sport in the UK																					
SHN 4342 Sport and Exercise Performance Studies																					
SHN 5202 Coaching and Assessment of Performance																					

SHN 5262 Sport Psychology: Theory to Practice	█			█						█				█		█					
SHN 5142 Research Methods 2	█	█				█	█	█		█				█			█	█			
SHN 5332 Coaching Pedagogy	█	█		█																	
SHN 5342 Growth and Development of the Athlete	█	█	█	█				█												█	
SHN 5152 Professional Development and Placement 2	█	█	█						█	█			█	█	█	█				█	
SHN 5162 Volunteering	█	█	█									█	█	█	█					█	
SHN 6312 Management and Development of Sport Coaching	█	█	█		█			█						█						█	
SHN 6164 Dissertation	█	█	█			█	█	█	█	█		█		█		█	█	█	█		
SHN 6342 Professional Practice in Coaching	█	█	█	█			█							█						█	
SHN 6352 Skill Acquisition and Motor Control	█	█		█	█	█	█	█					█				█				
SHN 6362 Performance Coaching	█	█		█		█		█		█		█	█	█		█	█				
BMM 6302 Entrepreneurship and Creativity	█	█		█		█	█					█		█	█	█		█	█	█	
SHN 6192 Professional Learning Through Work		█	█		█	█	█	█			█		█	█	█	█	█		█	█	█

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 or VCE 'A' levels (or equivalent at level 3) and three should be GCSE English Language, Maths 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, 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 Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

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)

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.

N/A

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)

TBC

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (e.g. 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)

All students will be given the opportunity to undertake Level 1 and Level 2 coaching awards. Assessment for these awards will involve students undertaking separate and additional assessment(s) to the University modules.

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. Arrangements will be made, via the normal University support network, to accommodate students with additional support needs, wherever possible.