



BA (Hons) Physical Education and Sports Coaching approved by Approvals Group on 1.2.19 (Addition of FY in Sport and Health approved by AG Chair's Action 27.2.19)

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' School (ICE / SAC / SSHS)</b>	SHS
<b>Professional accreditation body (if applicable)</b>	n/a
<b>Final award (eg. BA Hons)</b>	BA Hons
<b>Title of programme(s)</b>	Physical Education and Sports Coaching (students may enrol on the Foundation Year in Sport and Health prior to study of the joint honours degree programme)
<b>Subsidiary award(s) (if any)</b>	Cert HE / DipHE / BA (subsidiary awards)
<b>Honours type (Single / Joint / Combined)</b>	Single
<b>Duration and mode(s) of study</b>	3 years full-time (4 years if studying the Foundation Year)
<b>Start date (this version) (month and year)</b>	September 2019
<b>Periodic review next due (acad. year)</b>	2021/22
<b>JACS subject code(s) (Level 3)</b>	C600
<b>HECoS (formerly JACS) subject code(s) (Level 3)</b>	100095 Sports Coaching
<b>UCAS course code &amp; code name</b>	C602
<b>SITS codes (Course / Pathway / Route)</b>	
<b>Delivery venue(s)</b>	Leeds Trinity University

### 2. Aims of the programme

<b>Rationale and general aims</b>
The BA (Honours) Physical Education and Sports Coaching degree is a three year undergraduate programme with a focus upon lifelong learning within physical education combined with professional practice and related skills in sports coaching. The qualification recognises that people

are physically educated throughout life in many different ways and therefore the programme provides a variety of exciting and creative learning experiences for students. It caters for coaching and teaching as a means to achieve a physically active lifestyle as well as studying pedagogy within a performance environment. Students will gain the necessary knowledge, skills and experience to be able to work directly in the field of teaching and sports coaching.

Additionally, it is recognised that many students may appreciate the flexibility of deciding on a career path after arriving at university or even change their mind. Level 4 is a common first year for three programmes, which allows all students the flexibility to change their programme up to the beginning of Level 5. Regardless of which path was chosen on entry each student could undertake L5/6 with any of the following choices:

- BA (Honours) Physical Education and Sports Coaching (this award)
- BA (Honours) Physical Education
- BSc (Honours) Sports Coaching.

At L5/6 the degree has option modules where students can select areas of particular interest. The course offers innovative modules such as strength and conditioning, physical activity or sport development, so that students can consider alternative career options.

There is a strong emphasis on teacher education in both primary and secondary physical education. The programme is flexible enough so that students can adapt their knowledge, skills and experiences to any age group, rather than having to choose a particular focus on entry. For example, the coaching programme also allows focus on different groups and levels, from young to old and from amateur to elite sports. There are professional practice related modules at all three levels of undergraduate study. This practical work is supported through further modules that explore the theoretical underpinning for practice and the principles and methods of pedagogy to improve performance. The physical education component was designed with reference to the Teaching Standards, whilst the sports coaching 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. In addition, there is a unique opportunity for all students on the programme to be accredited as a gym instructor (L4) and personal trainer (L5) and qualified in exercise referral (L6). These accreditations are included in the programme fees.

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

In summary, the award allows students to:

- Gain excellent preparation for a future postgraduate qualification in teacher training such as a PGCE
- Work as a coach within a participation and / or competitive setting
- Have options regarding a variety of other careers such as strength and conditioning, personal training, sport development, physical activity, health promotion, business ownership and many others
- Learn in a variety of ways. Students will study the theories relating to lifelong physical education and coaching but will also learn within a strong practical context
- Be assessed in many different forms so individuals can capitalise on strengths and develop in other areas

- Develop the personal and transferable skills needed for employment so students are confident and independent in their graduate roles.

### 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.

In accordance with the Qualifications Council Framework guidelines (Knowledge and Understanding, Applications and Action and Autonomy and Accountability) and with Leeds Trinity's KIPE guidelines (Knowledge, intellectual/cognitive skills, physical skills and employability skills);

On successful completion of the programme students will have demonstrated:

- **Criticality and objectivity in appraising underpinning theory relating to physical education and sports coaching whilst understanding perspectives and different schools of thought**  
**KNOWLEDGE AND UNDERSTANDING (QCF) K,I (LTU)**
- **Evaluation, synthesis and application of theory and research within the contextualised physical education and sports coaching setting** **KNOWLEDGE AND UNDERSTANDING/ APPLICATION AND ACTION (QCF) K,I,P (LTU)**
- **Analytical insight and ability to solve complex interdisciplinary problems within physical education and sports coaching, refining and adapting their methods whilst communicating with clarity in a variety of ways**  
**APPLICATION AND ACTION (QCF) K,I,E (LTU)**
- **Autonomy in developing themselves and assisting others, displaying critical reflection and self-awareness of personal and professional needs**  
**AUTONOMY AND ACCOUNTABILITY(QCF) K,I,E (LTU).**

Specific breakdown of those overarching Learning Outcomes are as follows:

K1 knowledge and understanding of the theoretical aspects of physical education, whilst understanding perspectives and different school of thought

K2 knowledge and understanding of how theory and research is applied and contextualised within a physical education setting

K3 knowledge and understanding of how interdisciplinary subjects are applied to a physical education context; such as pedagogy, science, psychology, sociology and philosophy

I1 autonomy and accountability by critically reflecting on personal experiences and information relating to the discipline of physical education

I2 application and action by interpreting, critically evaluating and challenging knowledge, concepts and evidence from a range of sources appropriate to physical education and integrate these into a coherent, structured argument

I3 application and action and accountability by engaging in discussions of ethics and values and critically evaluate and debate the interdisciplinary context of physical education

P1 application and action by carrying out effective and sustained communication of research, results and arguments relating to physical education, varying their use to meet the needs of diverse intended audiences

P2 Application and action showing competence in the planning, design, execution and evaluation of safe and effective practices in physical education

P3 Application and action in planning, designing and undertaking a piece of independent research

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 Team working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

E3 Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4 Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

E5 Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables;

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**

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

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

There is no specific subject benchmark statement for physical education and sports coaching. However, the course and modules will be based on the QAA subject benchmarking statement for Events, Hospitality, Leisure, Sport and Tourism (2016) - <http://www.qaa.ac.uk/en/Publications/Documents/SBS-Events-Hospitality-Leisure-Sport-Tourism-16.pdf>

Additionally as this course does not recommend students for Qualified Teacher Status, there are no specific PSRB requirements.

#### 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><b>Generic learning outcomes for the award of <u>Certificate of Higher Education in PE and Sports Coaching</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 disciplines of PE and Sports Coaching;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts relating to PE and Sports Coaching;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the disciplines of PE and Sports Coaching;</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 in PE and Sports Coaching</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 of PE and Sports Coaching;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range of disciplinary techniques in PE and Sports Coaching;</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 disciplines of PE and Sports Coaching, including successful completion of at least one professional placement.</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 an <u>Ordinary Degree in PE and Sports Coaching</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 in PE and Sports Coaching;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context of PE and Sports Coaching;</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 disciplines of PE and Sports Coaching including successful completion of two professional placements.</p>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The award is thematically designed using six academic 'pillars' or disciplines, namely:

- Psychology
- Sociology
- Science
- Pedagogy
- Philosophy, Policy and Practice
- Personal and Professional Development for Employability.

In order to avoid these themes being perceived as mutually exclusive, the programme has attempted to integrate them into modules where possible. Learning experiences will therefore have a predominant theme e.g. pedagogy but will relate and synthesise concepts from other strands. This aligns itself with the focus on integrated learning and assessment currently proposed by the University. The modules within Levels 4, 5 and 6 are tabulated below with a dominant theme identified for each module. Additionally, sub-themes are identified by academic discipline in order to give an overview of the cross-curricular and interdisciplinary programme design. Whilst these examples are not exhaustive, they represent the dominant themes within each module and how these are balanced across levels.

Level 4 is an opportunity to make a positive transition into higher education, developing research methods and academic writing skills which have been 'mapped' within modules, so as to develop coherently abilities before Levels 5 and 6. Level 4 introduces the academic disciplines but ensures that these are also done in an applied setting so that the theory is aligned to practice, thereby introducing from the onset the vocational nature of the programme. Additionally, Level 4 in particular focuses upon the academic skills needed to be successful within an undergraduate programme. For example, each module focuses upon different types of writing / communication skills and research methods. This not only develops individual abilities but also gives each individual an understanding of particular strengths and areas of development.

The focus on integrated study skills is less obvious at Level 5. Level 5 builds upon Level 4 by introducing assessment that is less prescriptive and draws upon the need to use academic knowledge from the different 'pillars' introduced at Level 4, so that students do not see these as mutually exclusive. The modules '*Physical Activity for Health*' and '*Coaching Pedagogy*' are examples where the work is interdisciplinary and is an exemplification of theory at work in a vocational setting. Additionally, there will be a choice of modules at Level 5 where students can develop further expertise in particular areas of interest, thereby building a more focused programme based upon future career requirements. The level of analysis and criticality needed will be greater than that at Level 4.

Finally, Level 6 focuses on a more independent, critical and analytical student and is the final step in the graduate journey. There is a greater level of independence in terms of assessment for example. The dissertation module is accompanied by two options from contrasting areas of physical education. In addition, the module '*Inclusive Physical Education*' includes a negotiated assessment, whilst the module '*Contemporary Debates in PE and Coaching*' is assessed by a classroom based workshop led by the students. Level 6 therefore develops students' ability to draw upon information streams from all previous theory in order to give an objective and analytical answer. The ability to personalise the degree is further enhanced.

The table below gives an indication of how the particular themes have been mapped and integrated horizontally within levels and also vertically between Levels 4, 5, 6. The list is not exhaustive as themes such as pedagogy, professional development, employability etc. are

included in most modules to some degree but the table indicates how the degree was planned in term of progression.

Alongside the degree programme, students can gain additional Register for Exercise Professionals (REPS) endorsed qualifications at L2 and L3 subject to studying specific modules, noted in the structure in section 6. The modules have been aligned and endorsed by the external awarding body for those qualifications. Students will have the opportunity to select the modules for those qualifications and undertake an additional assessed requirement to be eligible for the additional qualifications. These are: L2 Gym Instructor, L3 Personal Trainer and L3 Exercise Referral.

There is an option to study a Foundation Year in Sport and Health prior to Level 4.

<b>Level 4 (Core)</b>	
<b>Sociology and Psychology of Physical Education and Coaching</b>	
<u>Main Theme</u> Sociology	
<u>Sub-Themes</u> Pedagogy: Dance	
<u>Academic Skills</u> Reflection Qualitative / Quantitative Research Methods	
<b>Scientific Principles of Physical Education and Sports Coaching: Anatomy and Physiology</b>	
<u>Main Theme</u> Science	
<u>Sub-Themes</u> Pedagogy: Athletics	
<u>Academic Skills</u> Quantitative Research Methods	
<b>Introduction to Teaching and Coaching</b>	
<u>Main Theme</u> Pedagogy	
<u>Sub-Themes</u> Science	
<u>Academic skills</u> Session Planning	
<b>Policy and Practice in Sport and Physical Education</b>	
<u>Main Theme</u> Philosophy	
<u>Sub-Themes</u> Sociology	
<u>Academic Skills</u> Qualitative Research Methods Critical writing	
<b>Ethics, Society and Employability</b>	
<u>Main Theme</u> Philosophy	
<u>Sub-Themes</u> Sociology	
<u>Academic Skills</u> Critical Reflection	
<b>Level 4 (Electives) either / or</b>	
<b>Analysing Sport</b>	<b>Health and Fitness</b>
<u>Main Theme</u> Science	<u>Main Theme</u> Pedagogy
<u>Sub-Themes</u>	Science
	<u>Sub-Themes</u>

Personal and Professional Development for Employability.	Personal and Professional Development for Employability.
<b>Level 5 (Core)</b>	
<b>Research Methods</b> <u>Main Theme</u> Philosophy / Personal Development <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology <u>Academic Skills</u> Qualitative Research methods	
<b>Professional Development and Placement OR Volunteering</b> <u>Main Theme</u> Personal and professional Development <u>Sub-Themes</u> Interdisciplinary: All <u>Academic Skills</u> Reflection	
<b>Level 5 (Electives) – 20 credits from each pair or group of 4</b>	
<b>Physical Activity for Health</b> OR <u>Main Theme</u> Interdisciplinary: Psychology / Science / Sociology <u>Sub-Themes</u> Pedagogy: OAA	<b>Sport Psychology: Theory to Practice</b> <u>Main Theme</u> Psychology / Science <u>Sub-Themes</u> Interdisciplinary:
<b>Applied Pedagogy in Physical Education</b> OR <u>Main Theme</u> Pedagogy: Games <u>Sub-Themes</u> Personal and Professional Development for Employability.	<b>Coaching Pedagogy</b> <u>Main Theme</u> Pedagogy: Games <u>Sub-Themes</u> Personal and Professional Development for Employability.
<b>Scientific Principles of Physical Education: Biomechanics</b> OR <u>Main Theme</u> Science <u>Sub-Themes</u> Pedagogy: Athletics / Gymnastics	<b>Coaching and Assessment of Performance</b> <u>Main Theme</u> Science Pedagogy
<b>Strength and Conditioning in Practice</b> OR <u>Main Theme</u> Science Pedagogy: <u>Sub-Themes</u> Personal and Professional Development for Employability.	<b>Event Management</b> OR <u>Main Theme</u> Interdisciplinary <u>Sub-Themes</u> Policy and Practice
<b>Growth and Development of the Athlete</b> OR <u>Main Theme</u> Policy and Practice <u>Sub-Themes</u> Science	<b>Advanced Training Methods**</b> <u>Main Theme</u> Science Pedagogy <u>Sub-Themes</u> Personal and Professional Development for Employability
<b>Level 6 (Core)</b>	
<b>Dissertation</b> <u>Main Theme</u> Philosophy / Personal Development <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology, Pedagogy (Student to determine area of focus)	



<b>Contemporary Debates in PE and Coaching</b>				
<u>Main Theme</u> Philosophy, <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology <u>Academic</u> Critical Thinking				
<b>Inclusive Physical Education</b>		<b>OR</b>	<b>Professional Practice in Coaching</b>	
<u>Main Theme</u> Pedagogy <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology			<u>Main Theme</u> Pedagogy <u>Sub-Themes</u> Interdisciplinary	
<b>Level 6 (Electives) – select 40 credits</b>				
<b>App Strength &amp; Conditioning</b> <b>OR</b>	<b>Community Sport Development</b> <b>OR</b>	<b>Entrepreneurship and Creativity</b> <b>OR</b>	<b>Professional Learning Through Work</b> <b>OR</b>	<b>Exercise Referral</b>
<u>Main Theme</u> Science Pedagogy <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology	<u>Main Theme</u> Interdisciplinary Personal and Professional Development for Employability <u>Sub-Themes</u> Policy and Practice	<u>Main Theme</u> Interdisciplinary: Personal and Professional Development for Employability	<u>Main Theme</u> Interdisciplinary: Psychology / Science / Sociology Personal and Professional Development for Employability	<u>Main Theme</u> Science Pedagogy <u>Sub-Themes</u> Personal and Professional Development for Employability

## 6. Structure

<b>BA (Hons) Physical Education and Sports Coaching</b>			
<b>Duration:</b> 3 years full-time			
<b>Total credit rating:</b> 360 (180 ECTS)			
<b>Level 4</b> with effect from September 2019			
<b>Core:</b>			
SHN4022	Introduction to Teaching and Coaching	Sem 1	20 credits
SHN4382	Ethics, Society and Employability	Sem 1&2	20 credits
SHN4012	Policy and Practice in Sport and Physical Education	Sem 1	20 credits
SHN4032	Sociology and Psychology of Physical Education and Sports Coaching	Sem 2	20 credits
<b>Option:</b> 20 credits from:			
SHN4532	Analysing Sport	Sem 1	20 credits
SHN4502	Health and Fitness*	Sem 2	20 credits
<b>Option:</b> 20 credits from:			
SHN4282	Anatomy and Physiology*	Sem 1	20 credits
SHN4042	Scientific Principles of PE and Coaching: Anatomy and Physiology	Sem 2	20 credits

\*Nb. An additional REPS endorsed L2 Gym Instructor qualification can be gained subject to students selecting both SHN4502 and SHN4282. Remaining students will select SHN4042 and one other option.

**Integrated Assessment:** At the end of Semester 1 and 2 of Level 4, students will undertake an integrated assessment which draws on learning from across three different modules from the programme.

In Semester 1 students will complete an assessment integrating content from Ethics, Society, and Employability (SHN4382; 15% from 20 credits) with content from Introduction to Teaching and Coaching (SHN4022; 20% from 20 credits).

In Semester 2 students will complete a second assessment integrating content from Ethics, Society, and Employability (SHN4382; 15% from 20 credits) with content from Sociology and Psychology of Physical Education and Sports Coaching (SHN4032; 20% from 20 credits).

In total, integrated assessment, comprising two assessed tasks in Semesters 1 and 2, draws on 20% of 20 credits from SHN4022, 20% of 20 credits from SHN4032 and 30% of 20 credits from SHN4382.

**Level 5** – with effect from September 2020

**Core:** Students are required to take:

Code	Name of Module	Semester	Credits
SHN5142	Research Methods 2	2	20

**Options:** Students must select 20 credits from the following from each group:

**From Groups 1-3 below: no more than 2 modules from Physical Education or Sports Coaching should be taken.**

**Group 1: One of:**

Code	Name of Module	Semester	Credits
SHN5022	Physical Activity for Health	1	20
SHN5262	Sport Psychology: Theory to Practice	1	20

**Group 2: One of:**

Code	Name of Module	Semester	Credits
SHN5202	Coaching and Assessment of Performance	1	20
SHN5032	Scientific Principles of Physical Education: Biomechanics	1	20

**Group 3: One of:**

Code	Name of Module	Semester	Credits
SHN5012	Applied Pedagogy in Physical Education	1	20
SHN5332	Coaching Pedagogy	2	20

**Also:**

**Group 4: One of:**

Code	Name of Module	Semester	Credits
SHN5152	Professional Development and Placement 2	1 & 2	20
SHN5162	Volunteering in SHN	1 & 2	20

**Additionally 20 credits to be selected from the electives below**

Code	Name of Module	Semester	Credits
SHN5272	Strength and Conditioning in Practice	1	20
SHN5242	Event Management	2	20
SHN5342	Growth and Development of the Athlete	1	20
SHN5302	Advanced Training Methods**	2	20

\*\*An additional REPS endorsed L3 Personal Training qualification can be gained alongside this module subject to students having L2 Gym Instructor equivalent

**Level 6** – with effect from September 2021

**Core:** Students are required to take:

Code	Name of Module	Semester	Credits
SHN6012	Contemporary Debates in PE and Coaching	2	20
SHN6164	Dissertation	1 & 2	40

**Group 1: One of**

Code	Name of Module	Semester	Credits
SHN6002	Inclusive Physical Education	1	20
SHN6342	Professional Practice in Coaching	2	20

**Options:** Students must select 40 credits from the following:

Code	Name of Module	Semester	Credits
SHN6302	Applied Strength and Conditioning	2	20
SHN6282	Community Sport Development	2	20
SHN6192	Professional Learning Through Work	1 & 2	20
BMM6302	Entrepreneurship and Creativity	1 & 2	20
SHN6402	Exercise Referral***	1 & 2	20

\*\*\*An additional REPS endorsed L3 Exercise Referral qualification can be gained alongside this module subject to students having L2 Gym Instructor equivalent

## 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 learning will be applied, collaborative and engaged (ACE, 2015). The modules are relevant to a physical education practitioner working in a variety of school and community settings and with diverse populations (Goal D, LTA Strategy, 2015). The programme integrates acquisition and application of research knowledge, theory and practice. It is modular based and examines physical education and coaching through theoretical principles derived from physiology, biomechanics, psychology, sociology, pedagogy and philosophy. Elective modules are available at Levels 4, 5 6, so students can choose to pursue individual interests or skills (Goal C, LTA Strategy, 2015).

#### Learning and Teaching

The content will be delivered using a range of methods, e.g. lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies, directed and self-directed activities (Goal A, LTA Strategy, 2015). Practical work will be an essential part of the programme enabling students to reinforce understanding of topics, as well as developing specific skills (Goal D, LTA Strategy, 2015). There are opportunities to develop interventions and responses to contemporary issues and to communicate these in a variety of forms. This reflects the broad skillset needed for associated careers. Content will be driven and underpinned by a strong theoretical basis.

Timetabled meetings with the Personal Tutor will be scheduled to support students. These provide opportunity to discuss progress and offer support (Goal C, LTA Strategy, 2015). Further support will be provided by the Learning Hub, which will be embedded into induction programmes and continue thereafter. To further build independence, students will undertake unsupervised study in the form of tutor directed activities, self-directed activities and directed reading. At Level 4, this is formalised to enhance student engagement and achievement, with the integration of Directed Activities into the assessment. At Levels 5 and 6, students will have greater responsibility for

learning, culminating in a substantial independent project in the final year which enables students to enhance graduate and professional skills (Goal A, LTA Strategy, 2015).

Employability skills will be developed through tasks, which require students to work independently or in small groups, present in a written or oral format, organise and communicate numerical and other forms of data and undertake problem solving (Goal E, LTA strategy, 2015). Practical competencies are central to this programme such as ability to plan and deliver safe and effective activities.

To ensure our programme prepares students to make sense of a data rich world, they are introduced to key software, and data sources, and their knowledge, use and skills are developed. At Level 4, research methods have been embedded through the modules, whereby students are introduced to skills and technologies for quantitative and qualitative data handling but, importantly, these will appear in a contextualised manner so that they value the skills as relevant to their personal and professional development as well as their student journey. A specific research methods module is included at Level 5, in order to prepare students further for independent study at Level 6.

Placements and professional opportunities form an essential part of this programme. The two placement opportunities at Level 4 and 5 give students the opportunity to develop professional and personal skills (Goal D, LTA strategy, 2015). At Level 5, placements can be UK based or international. For international placements, a partnership exists between Leeds Trinity University and Cricket Without Boundaries (UK charity number 1154576), which offers an opportunity to fundraise and volunteer in Africa to deliver health awareness messages through sport. Since the partnership began in 2013, Leeds Trinity has placed students on 2-week-long projects in Uganda, Rwanda, Cameroon and Kenya. As an alternative to the placement module, students are given the option to undertake volunteering at Level 5 instead, enhancing their contribution to society (Objective ix and xiii, LTA Strategy 2015). At Level 6, students can undertake a professionally-based module which enables them to conduct a specific work-based project.

## **Assessment**

The LTA Strategy (2015) has specific student assessment goals integrated into the programme. Assessments aim to develop skills and experience to prepare students for future study and the workplace. As such, the assessment methods are diverse and include presentations, reports, exams, literature reviews, policy critiques, practical teaching, applied interventions, community and individual health interventions, evaluations, debates, extended essays and research projects and placement performance. Peer assessment, negotiated assessment and formative assessments are integrated into all three levels of the programme. The modules '*Pedagogy in Physical Education*' and '*Contemporary Debates in PE and Coaching*' are examples of negotiated assessments. Formative assessments are used regularly to support students with summative assessments. Directed activities support formative assessment, as students are offered the opportunity to discuss their understanding of the task during the following session. Pre-assessment tutorials are also offered to discuss student understanding. Additionally, students receive detailed feedback on their assessments and an individual tutorial to review their feedback.











## 8. Entry requirements

### Honours degree programmes

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

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 3 should be 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), with a minimum of 6.0 and with no component below 5.5, or accepted 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)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Undergraduate Degrees
- Additional Regulations for Study Abroad
- Additional Regulations for Visiting and Occasional Students.

For students following the Foundation Year, the Programme Regulations for the Foundation Year also apply.

## 10. Prerequisites

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

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

None

## 11. 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.