

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (ICE / SAC / SSHS)	SHS
Professional accreditation body (if applicable)	n/a
Final award (eg. BA Hons)	BA Hons
Title of programme(s)	Physical Education
Subsidiary award(s) (if any)	CertHe/DipHE/BA (fallback awards)
Honours type (Single / Joint / Combined)	Single
Duration and mode(s) of study	3 years full-time
Start date (this version) (month and year)	September 2019
Periodic review next due (acad. year)	2021/2022
JACS subject code(s) (Level 3)	C600
UCAS course code & code name	C640
SITS codes (Course / Pathway / Route)	UPHYSEDU/ PHYSEDU/ PHYSEDU
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The BA (Honours) Physical Education degree is a three year undergraduate programme with a focus upon lifelong learning within physical education. 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.</p> <p>There is a strong emphasis on teacher education in both primary and secondary physical education. The programme is flexible enough so that you can adapt your knowledge, skills and experiences to any age group. Additionally, it is recognised that many of you may appreciate the flexibility of deciding on a career path after arriving at university or even change your mind. Level</p>

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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
- BA (Honours) Physical Education
- BSc (Honours) Sports Coaching.

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

The BA (Honours) Physical Education award recognises that all individuals are unique and have different needs and requirements. There is a focus therefore on developing your personal strengths and we teach in many different ways including lectures, seminars and interactive workshops. Additionally there is a strong practical element included in most modules where you can be supported to develop your teaching in a friendly environment.

In summary, the award allows you to:

- Give excellent preparation for a future postgraduate qualification in teaching such as PGCE.
- Have options regarding a variety of other careers such as coaching, strength and conditioning, personal training, sport development, physical activity, health promotion, business ownership and many others.
- Learn in a variety of ways. You will study the theories relating to lifelong physical education but will also learn within a strong practical context.
- Be assessed in many different forms so individuals can capitalise on their strengths and develop in other areas.
- Develop the personal and transferable skills needed for employment so you are confident and independent in your 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 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 setting**
**KNOWLEDGE AND UNDERSTANDING/
APPLICATION AND ACTION (QCF) K,I,P (LTU)**

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- **Analytical insight and ability to solve complex interdisciplinary problems within physical education, 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 Teamworking – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;

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

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

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

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

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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. 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	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<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>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p>

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<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>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>Generic learning outcomes for the award of an <u>Ordinary Degree:</u></p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.</p>	<p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <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>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>The award is thematically designed using six academic 'pillars' or disciplines, namely:</p> <ul style="list-style-type: none"> • Psychology • Sociology • Science • Pedagogy • Philosophy • Personal and Professional Development for Employability. <p>In order to avoid these themes being perceived as mutually exclusive the programme has attempted to integrate these into modules where possible. Learning experiences will therefore have a predominant theme e.g. pedagogy but will relate and synthesise concepts from other strands. 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 programme design. Whilst these examples are not exhaustive, they represent the dominant themes within each module and how these are balanced across levels.</p> <p>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 your abilities before Levels 5 and 6. This is a common first year for three programmes BA (Hons) Physical Education, BSc (Hons) Sports Coaching and BA (Hons) Physical Education</p>

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and Sports Coaching. The foundation year at 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.

Alongside taught sessions and directed activities, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Additionally, to develop students' experience with multi-disciplinary thinking and working, at Level 4, all students undertake an Integrated Assessment, a multidisciplinary project based on the programme objectives and drawing on learning from across Level 4 modules. Programme level assessment is also an integral part of the Level 5 placement module, where students apply their learning from across the programme in a practical environment. At Level 6, students show their understanding and application of programme learning in the final dissertation or work-based learning project.

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 module 'Physical Activity for Health' is an example where the work is interdisciplinary and is an exemplification of theory at work in a vocational setting. The assessment is based on a physical activity intervention where a broad range of knowledge is required. 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 'pillars' in order to give an objective and analytical answer. The ability to personalise the degree is further enhanced.

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.

This programme has an option to study for a L3 BA Foundation Year in Sport and Health prior to entry at L4.

Level 4	Level 5	Level 6
Ethics, Society and Employability <u>Main Theme</u> Philosophy	Applied Pedagogy in Physical Education <u>Main Theme</u> Pedagogy	Contemporary Debates in PE and Coaching <u>Main Theme</u> Philosophy

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<u>Sub-Themes</u> Sociology <u>Academic Skills</u> Critical Reflection	<u>Sub-Themes</u> Science	<u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology
Sociology and Psychology of PE and Coaching <u>Main Theme</u> Psychology <u>Sub-Themes</u> Pedagogy: OAA <u>Academic Skills</u> Qualitative/Quantitative Research Methods	Physical Activity for Health <u>Main Theme</u> Interdisciplinary: Psychology / Science / Sociology <u>Sub-Themes</u> Pedagogy: OAA	Inclusive Physical Education <u>Main Theme</u> Pedagogy <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology
Scientific Principles of Physical Education: Anatomy and Physiology <u>Main Theme</u> Science <u>Sub-Themes</u> Pedagogy: Athletics / Gymnastics <u>Academic Skills</u> Quantitative research Methods	Scientific Principles of Physical Education: Biomechanics <u>Main Theme</u> Science <u>Sub-Themes</u> Pedagogy: Athletics / Gymnastics <u>Academic Skills</u> Quantitative research Methods	Options 1 and 2 Applied Strength and Conditioning Community Sport Development Professional Learning Through Work Entrepreneurship and Creativity Exercise Referral
Introduction to Teaching and Coaching <u>Main Theme</u> Pedagogy <u>Sub-Themes</u> Science <u>Academic skills</u> Critical reflection Qualitative / quantitative research methods	Option 1: Strength and Conditioning in Practice Event Management Community Health and Fitness Advanced Training Methods	
Policy and Practice in Sport and PE <u>Main Theme</u> Philosophy <u>Sub-Themes</u> Sociology <u>Academic Skills</u> Qualitative Research Methods: Discourse Critical writing	Research Methods <u>Main Theme</u> Philosophy / Personal Development <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology <u>Academic Skills</u> Qualitative Research methods	Dissertation <u>Main Theme</u> Philosophy / Personal Development <u>Sub-Themes</u> Interdisciplinary: Psychology / Science / Sociology, Pedagogy (Student to determine area of focus)
Options Analysing Sport Or Health and Fitness	Professional Development and Placement OR Volunteering <u>Main Theme</u> Personal and professional Development <u>Sub-Themes</u> Interdisciplinary: All <u>Academic Skills</u> Critical reflection	

6. Structure

BA (Hons) Physical Education

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Duration: 3 years full-time
Total credit rating: 360 (180 ECTS)

Level 4 – with effect from September 2019

Core:

SHN 4022	Introduction to Teaching and Coaching	Sem 1	20 credits
SHN 4382	Ethics, Society and Employability	Sem 1&2	20 credits
SHN 4012	Policy and Practice in Sport and Physical Education	Sem 1	20 credits
SHN 4032	Sociology and Psychology of Physical Education and Sports Coaching	Sem 2	20 credits

Option: 20 credits from:

SHN 4532	Analysing Sport	Sem 1	20 credits
SHN4502	Health and Fitness*	Sem 2	20 credits

Option: 20 credits from:

SHN 4282	Anatomy and Physiology*	Sem 1	20 credits
SHN 4042	Scientific Principles of Physical Education and Sports 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 2019

Core: Students are required to take:

Code	Name of Module	Semester	Credits
SHN 5012	Applied Pedagogy in Physical Education	1	20
SHN 5022	Physical Activity for Health	1	20
SHN 5032	Scientific Principles of Physical Education: Biomechanics	2	20
SHN 5142	Research Methods	2	20

Options: Students must select 20 credits from the following:

Code	Name of Module	Semester	Credits
SHN 5272	Strength and Conditioning in Practice	1	20
SHN 5242	Event Management	2	20
SHN 5302	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

Additionally

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Options: Students must select 20 credits from the following:

Either:

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

Or:

SHN 5162 Volunteering Sem 1 & 2: 20 Credits

Level 6 – with effect from September 2020

Core: Students are required to take:

Code	Name of Module	Semester	Credits
SHN 6002	Inclusive Physical Education	1	20
SHN 6012	Contemporary Debates in PE and Coaching	2	20
SHN 6164	Dissertation	1 & 2	40

Options: Students must select 40 credits from the following:

Code	Name of Module	Semester	Credits
SHN 6302	Applied Strength and Conditioning	2	20
SHN 6282	Community Sport Development	2	20
SHN 6192	Professional Learning Through Work	1 & 2	20
BMM 6302	Entrepreneurship and Creativity	1 & 2	20
SHN 6402	Exercise Referral***	1 & 2	20

***An additional REPS endorsed L3 Personal Training 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 through theoretical principles derived from physiology, biomechanics, psychology, sociology, pedagogy and philosophy. Elective modules are available at Level 5 and Level 6 so you 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 you 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 skill-set 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 you. 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, you will undertake unsupervised study in the form of tutor directed activities, self-directed activities and directed reading. At Levels 5 and 6, you will have greater responsibility for learning, culminating in a substantial independent project

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in your final year which enables you to enhance graduate and professional skills (Goal A, LTA Strategy, 2015).

To ensure our programme prepares you to make sense of a data rich world, you are introduced to key software, and data sources, and your knowledge, use and skills are developed. At Level 4, research methods have been embedded through the modules, whereby you are introduced to skills and technologies for quantitative and qualitative data handling, but, importantly, these will appear in a contextualised manner so that you value the skills as relevant to your personal and professional development as well as your student journey. A specific research methods module is included at Level 5, in order to prepare you 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 you 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, you are given the option to undertake volunteering at Level 5 instead, enhancing your contribution to society (Objective ix and xiii, LTA Strategy 2015). At Level 6, you can undertake a professionally-based module which enables you 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 you 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 you with summative assessments.

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) 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)

The undergraduate Taught Course Academic Regulations apply.

10. Prerequisites

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

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

None

11. External examining arrangements

External examining arrangements

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

Normal processes apply.

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.