



## Programme Specification

*With effect from:* September 2021

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

### 1 Programme name and award

**This programme specification relates to the following award(s)**

BSc (Hons) Sports Coaching

### 2 Aims of the programme

#### **Rationale and general aims, including what is special about this programme**

The BSc (Hons) Sports Coaching programme at Leeds Trinity University provides a comprehensive Sports Coaching degree with a strong focus on the professional practice of coaching. After developing a solid foundation in the principles of sports coaching, you will have the opportunity to pursue specialisms in performance or participation-focussed 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 of practice and the principles and methods of coaching pedagogy to improve performance. You will develop a range of investigative and research skills enabling you to undertake research and applied practice in both an ethical and inclusive way. You will also be introduced to a variety of industry relevant technology such as GPS tracking and motion analysis to assist you in the completion of your studies and prepare you for the professional world of sports coaching.

The programme is designed so that you can shape your learning experience in order to explore coaching for diverse groups and levels, from young to old and from recreational to elite sports. You can negotiate your preferred assessment methods to best display your coaching knowledge and skills (In the following modules: Growth and Development of the Athlete; Sport and Exercise Psychology; Development of the Profession and the Professional; Independent Project). You will develop awareness of the need to make coaching inclusive and non-discriminatory and also the ability to tailor your coaching practice to meet the needs of different performers. Supporting your learning in this applied field will be academic staff with

considerable industry and research expertise able to link practical expertise to leading research developments.

The programme will critically explore contemporary key issues within sports coaching such as inclusive practice both within sessions but also in promoting sporting activities as well as equality in participation and employment. In exploring barriers to sporting participation and development, such issues will be examined relating to equality, diversity, and inclusion. This recognises the diverse backgrounds of sports participants and coaches with discussions about race, religion, gender, sexuality, and disability being prominent themes. This takes place throughout the programme but receives particular attention in certain modules through all levels of study (i.e. First year: *Introduction to Coaching and Teaching, Policy and Practice in Sport and Physical Education*, and *Sociology and Psychology of Physical Education and Coaching*. Second year: *Coaching Pedagogy and Growth and Development of the Athlete*. Final year: *Professional Practice in Sports Coaching*). Furthermore, you will be encouraged to offer your own perspectives from your experiences of sport and the programme recognises the great value of individual experiences in understanding and applying sports coaching concepts.

As a graduate you will have the necessary knowledge, skills and experience to be able to work directly in the field of sports coaching with specific routes enabling specialism in participation or performance coaching. This will be supported through the opportunity to complete industry recognised coaching qualifications during your studies. This applied programme aims to enable you to become employment-ready in a range of exciting sport performance, exercise science and physical activity-promotion careers, whilst also preparing you for a range of post-graduate study and research opportunities.

The Programme Aims are to:

- Develop your scientific knowledge, understanding and problem-solving skills via scientific inquiry to enable you to explore, critique and address a range of sport coaching-related issues.
- Develop your practical, laboratory and field-based skills, enabling you to apply these in developing ethically-sound, evidence-based interventions in sports coaching, sport performance and exercise settings.
- Develop your transferable personal, practical and intellectual skills to enable you to work effectively in a range of relevant graduate-level careers and post-graduate settings.
- Develop a broad range of transferable personal, intellectual and business 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.
- Develop and maintain industrial networks and links with professional bodies through appropriate work placements.

### 3 Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

<b>Level Learning Outcomes</b>	
<b>Level 4 – at the conclusion of Level 4 (focus on foundation and breadth of knowledge and skills) you should be able to demonstrate:</b>	
K1	An awareness of the theoretical aspects of sport and how these relate to sport coaching, pedagogy, and sport science.
K2	An awareness of scientific evidence underpinning coaching, drawing on a range of recent scholarly resources, and recognition of how this knowledge can impact professional practice.
K3	An appreciation of the moral and ethical issues encountered in Sports Coaching and recognition of intercultural issues relevant to professional practice.
K4	An appreciation of the need to measure and monitor sport performance to identify and evaluate appropriate training approaches.
K5	Recognition of the policy, planning, management and delivery of sporting opportunities.
K6	An appreciation of the need to recognise the various needs of the person in providing athlete-centred coaching
I1	The ability to identify and use appropriate methods of enquiry appropriate to the discipline area of Sports Coaching.
I2	The ability to recognise one's role in professional practice and an awareness of how personal reflection can influence one's own and others' future coaching actions.
I3	The ability to identify relevant findings from secondary sources and use such in arriving at an informed, and theoretically or empirically supported, perspective.
P1	Basic use of subject-related skills within laboratory and field environments.
P2	Ability to work in a group to provide support to a sport participant.
P3	Ability to work individually and manage available resources effectively.
P4	Ability to communicate ideas to a range of end-users and colleagues involved in the delivery and evaluation of sports and coaching practice.
P5	The ability to plan, implement and evaluate a safe practical sports coaching session.

<b>Level 5 – at the conclusion of Level 5 (focus on extending knowledge and skills, focus on end-users, developing reflective practice) you should be able to demonstrate:</b>	
K1	Knowledge of the theoretical aspects of sport, sport coaching, pedagogy and sport science for a range of special populations.
K2	The ability to utilise empirical and theoretical academic literature in applying knowledge of Sports Coaching including the accurate use of scholarly conventions.
K3	Knowledge of intercultural, moral and ethical issues encountered in Sports Coaching to ensure safe and inclusive professional practice.
K4	The knowledge of appropriate methods to analyse and monitor the performance of sport and its enhancement.
K5	The ability to examine the implications of policy and management in the development and delivery of sporting opportunities.
I1	The ability to select and apply a range of analytical research methods related to the discipline area of Sports Coaching identifying appropriate methods.
I2	The ability to acquire and interpret concepts and evidence from a range of sources appropriate to Sports Coaching, and integrate these into a coherent, structured argument.
I3	The ability to identify and compare arguments and communicate findings taking into account the intended audience.
I4	Self-awareness and considered appraisal of interpersonal interactions and subsequent outcomes via reflective practice.
P1	Competent use of 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 and design a piece of independent research.
P4	The ability to recognise, obtain and utilise relevant information to evaluate practical Sports Coaching.
<b>Level 6 – at the conclusion of Level 6 (focus on synthesis and integration, and real-world application, in-depth evaluation and reflective practice) you should be able to demonstrate:</b>	
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	A critical 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, with a framework of critical evaluation and synthesis.
K3	A critical understanding of the moral and ethical issues encountered in Sport Coaching and to recognise intercultural issues relevant to professional practice.

K4	The ability to critically appraise the study of sport performance and its enhancement including identification and critique of appropriate monitoring and analysis methods.
K5	The ability to recognise, understand and critically reflect upon the policy, planning, management and delivery of sporting opportunities.
I1	A secure use of appropriate analytical research methods, relating to the discipline area of Sports Coaching.
I2	The ability to acquire, interpret, evaluate critically, and challenge knowledge, concepts and evidence from a range of sources appropriate to Sports Coaching, and integrate these into a coherent, structured argument.
I3	Effective and sustained communication of results and arguments, taking into account the intended audience.
I4	An ability to critically reflect on interpersonal interactions and recognise impact of communication and behaviours in enabling and delivering effective coaching.
P1	The ability to identify, utilise and critique appropriate subject-related skills within laboratory and field environments.
P2	Competence and independence in the planning, design and execution of practical activities, selecting and using appropriate technology, 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 which is presented in accordance with research conventions in Sports Coaching.
P4	The ability to plan, implement and critically evaluate a periodised sports coaching programme.

### Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

E1	<b>Self-management</b> – 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	<b>Team-working</b> – 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	<b>Business and sector awareness</b> – 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	<b>Problem-solving</b> – 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	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E6	<b>Application of numeracy</b> – 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	<b>Application of information technology</b> – the ability to identify and use 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	<b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
E9	<b>Social, cultural &amp; civic awareness</b> – 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.

## 4 External Benchmarks

### Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The programme is congruent with the QAA Benchmark Statement in EHLST\* (November 2019) and the CIMPSA\* professional standards for Sports Coach and Performance Sports Coach (June 2019). The learning outcomes seek to reflect the CIMPSA professional standards, including distinguishing between performance and participation coaching, whilst reflecting an athlete-centred approach.

\* Events, Hospitality, Leisure, Sport and Tourism

\* Chartered Institute for the Management of Sport and Physical Activity.

## 5 Indicative Content

### Summary of content by theme

You will complete a programme that includes the six core themes described below, which are reflective of the CIMPSA professional standards for *Performance Sports Coach* (June 2019). You will develop strengths in these areas with each level of study building on the previous year. Specifically, these will cover: Context, culture and politics; Athletes and athlete development; Facilitating learning and development; Athlete curriculum; Understanding self; and Coaching process and practice.

The importance of adopting ethically and morally safe and non-discriminatory working practices and adherence to relevant legislation and professional codes of conduct will be evident throughout all years of study.

**At Level 4**, you will select and describe concepts relevant to the understanding of sports coaching in addition to demonstrating skills in applied and practical settings.

**At Level 5**, you are expected to apply knowledge of sports coaching to develop solutions to problems. You will analyse and apply selected concepts in relation to supporting individuals. You will also develop reflective skills to capture the practical knowledge you develop via applied practice.

**At Level 6**, you will synthesis and critically evaluate key theories, concepts, principles and policies and be able to develop a reasoned argument relating to supporting athletes' development.

## 6 Programme Structure

<b>Programme Structure – <u>BSc (Hons) Sports Coaching</u></b>			
<b>Duration</b>	3 years full-time		
<b>Total credit rating</b>	360 (180 ECTS)		
<b>Level 4 – With effect from: September 2021</b>			
<b>Core:</b> You are required to take the following modules			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SHN4053	Introduction to Coaching and Teaching	Semester 1	30 credits
SHN4063	Policy and Practice in Sport and Physical Education	Semester 1	30 credits
SHN4073	Sociology and Psychology of Physical Education and Coaching	Semester 2	30 credits
SHN4083	Scientific Principles of Physical Education and Coaching	Semester 2	30 credits
<b>Level 5 – With effect from: September 2022</b>			
<b>Core:</b> You are required to take the following modules			
<b>Module Code</b>	<b>Module Title</b>	<b>Semester</b>	<b>Credits</b>
SHN5033	Integrated Coaching and Assessment of Performance	Semester 1 & 2	30 credits
SHN5043	Professional Skills and Research in Sport	Semester 1 & 2	30 credits
SHN5015	Sport and Exercise Psychology	Semester 1	15 credits
SHN5095	Growth and Development of the Athlete	Semester 1	15 credits

SHN5053	Coaching Pedagogy	Semester 2	30 credits
<b>Level 6 – With effect from: September 2023</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN6143	Professional Learning Through Work	Semester 1 & 2	30 credits
SHN6033	Independent Project	Semester 1 & 2	30 credits
SHN6053	Performance Coaching	Semester 1	30 credits
SHN6073	Development of the Profession and the Professional	Semester 2	30 credits

<b>Programme Structure – <u>BSc (Hons) Sports Coaching</u></b>			
<b>Duration</b>	6 years part-time		
<b>Total credit rating</b>	360 (180 ECTS)		
<b>Level 4 Year 1 – With effect from: September 2021</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN4053	Introduction to Coaching and Teaching	Semester 1	30 credits
SHN4083	Scientific Principles of Physical Education and Coaching	Semester 2	30 credits
<b>Level 4 Year 2 – With effect from: September 2022</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN4063	Policy and Practice in Sport and Physical Education	Semester 1	30 credits
SHN4073	Sociology and Psychology of Physical Education and Coaching	Semester 2	30 credits
<b>Level 5 Year 3 – With effect from: September 2023</b>			
<b>Core:</b> You are required to take the following modules			



Module Code	Module Title	Semester	Credits
SHN5015	Sport and Exercise Psychology	Semester 1	15 credits
SHN5095	Growth and Development of the Athlete	Semester 1	15 credits
SHN5053	Coaching Pedagogy	Semester 2	30 credits
<b>Level 5 Year 4 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN5043	Professional Skills and Research in Sport	Semester 1 and 2	30 credits
SHN5033	Integrated Coaching and Assessment of Performance	Semester 1 and 2	30 credits
<b>Level 6 Year 5 – With effect from: September 2025</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN6053	Performance Coaching	Semester 1	30 credits
SHN6073	Development of the Profession and the Professional	Semester 2	30 credits
<b>Level 6 Year 6 – With effect from: September 2026</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
SHN6143	Professional Learning Through Work	Semester 1 & 2	30 credits
SHN6033	Independent Project	Semester 1 & 2	30 credits

## 7 Pre-requisites

**Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award**

N/A

## 8 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

## 9 Entry requirements

<b>Do the University's standard entry requirements apply?</b>	Yes
<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	N/A

## 10 Additional support needs

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.

<b>Programme-specific requirements / unavoidable restrictions on participation in the programme</b>
The programme contains a large proportion of practical activity. This should not be seen as a barrier to engagement with this degree programme. This programme emphasises the adoption of inclusive practice and differentiation strategies as would be seen in the wider sports sector. Where students may have specific needs, in consultation with the student and working with individual Learning Support Plans, the emphasis is on developing what students <i>can do</i> and making modifications to delivery to ensure this is the case for all. It should be noted that expert coaches do not need to be expert performers; interpersonal qualities, rather than physical capabilities, often mark the differences in coaching ability.

## 11 Technical Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Parent School</b>	School of Social and Health Sciences
<b>Department</b>	Sport, Health and Physical Exercise

<b>Professional accreditation body</b>	CIMPISA (Chartered Institute for the Management of Sport and Physical Activity) professional standards for Sports Coach is adopted
<b>Final award</b>	BSc (Hons)
<b>Title of programme(s)</b>	Sports Coaching
<b>Subsidiary award(s)</b>	Certificate of Higher Education, Diploma of Higher Education, Ordinary Degree
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 years full-time; 6 years part-time
<b>Month/year of approval of programme</b>	June 2021
<b>Periodic review due date</b>	2025/26
<b>HECoS subject code(s)</b>	100095 Sports Coaching (100%)
<b>UCAS course code(s)</b>	C6P3
<b>SITS route codes</b>	SPRTCHG
<b>Delivery venue(s)</b>	Leeds Trinity University

## 12 Level Learning Outcomes

The grid below demonstrates where Level Learning Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study.

Level 4	Assessed Learning Outcomes													
	K1	K2	K3	K4	K5	K6	I1	I2	I3	P1	P2	P3	P4	P5
	Theoretical aspects of sport	Scientific evidence.	Moral and ethical issues.	Measuring, monitoring, evaluating.	Policy, planning, management.	Needs of the person.	Methods of enquiry.	Professional practice.	Relevant findings, informed	Skills in laboratory & field environments.	Working in groups.	Working individually.	Communication.	Practical sports coaching session.
SHN4053 Introduction to Coaching and Teaching														
SHN4063 Policy and Practice in Sport and Physical Education														
SHN4073 Sociology and Psychology of Physical Education and Coaching														
SHN4083 Scientific Principles of Physical Education and Coaching														

Level 5	Assessed Learning Outcomes												
	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	P3	P4
	Theoretical aspects.	Utilising literature.	Intercultural, moral & ethical issues.	Methods to analyse & monitor performance.	Policy & management.	Analytical research methods.	Concepts & evidence.	Arguments & communication.	Interpersonal interactions & reflective practice.	Skills in laboratory & field environments.	Practical activities.	Independent research.	Relevant information.
SHN5033 Integrated Coaching and Assessment of Performance													
SHN5043 Professional Skills and Research in Sport													
SHN5015 Sport and Exercise Psychology													
SHN5095 Growth and Development of the Athlete													
SHN5053 Coaching Pedagogy													

Level 6	Assessed Learning Outcomes												
	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	P3	P4
	Theoretical aspects.	Critical evaluation & synthesis.	Moral & ethical issues.	Critical appraisal, monitoring & analysis.	Policy, planning & management.	Research methods.	Knowledge, concepts & evidence.	Communication.	Interpersonal interactions.	Skills in laboratory & field environments.	Practical activities.	Independent research.	Periodised sports coaching programme.
SHN6143 Professional Learning Through Work													
SHN6033 Independent Project													
SHN6053 Performance Coaching													
SHN6073 Development of the Profession and the Professional													

### 13 Employability Outcomes

The grid below shows where Employability Outcomes are assessed. Students might not be assessed in all Employability Outcomes at each level of study. However, all Employability Outcomes will have been assessed by the end the programme.

	Assessed Employability Skills								
	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Self-management	Team working	Business & sector awareness	Problem solving	Communication	Numeracy	Application of IT	Enterprise & Entrepreneurship	Social & cultural awareness
<b>Level 4</b>									
SHN4053 Introduction to Coaching and Teaching									
SHN4063 Policy and Practice in Sport and Physical Education									
SHN4073 Sociology and Psychology of Physical Education and Coaching									
SHN4083 Scientific Principles of Physical Education and Coaching									
<b>Level 5</b>									
SHN5033 Integrated Coaching and Assessment of Performance									
SHN5043 Professional Skills and Research in Sport									
SHN5015 Sport and Exercise Psychology									
SHN5095 Growth and Development of the Athlete									
SHN5053 Coaching Pedagogy									
<b>Level 6</b>									
SHN6143 Professional Learning Through Work									

SHN6033 Independent Project									
SHN6053 Performance Coaching									
SHN6073 Development of the Profession and the Professional									



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body (if applicable)</b>	<b>N/A</b>
<b>Final award (e.g. BA Hons)</b>	<b>BSc (Hons)</b>
<b>Title of programme(s)</b>	<b>Sports Coaching</b>
<b>Subsidiary award(s) (if any)</b>	<b>CertHE, DipHE and BSc (fallback awards)</b>
<b>Duration and mode(s) of study</b>	<b>3 years Full-time 6 years Part-time</b>
<b>Start date (this version) (month and year)</b>	<b>September 2019</b>
<b>Periodic review next due (acad. year)</b>	<b>2021/2022</b>
<b>JACS code</b>	<b>C610</b>
<b>UCAS course code &amp; code name</b>	<b>C6P3</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<b>Rationale and general aims</b>
<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>

Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

IA – May 2019 (and new module code for ESE)

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 Progress 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 Progress 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;

Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

IA – May 2019 (and new module code for ESE)

- 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;
- 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

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Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

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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

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

Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

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<p>by more than one module over Levels 4 &amp; 5.</p>	<p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b>  On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

## 5. Content

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>The programme shares a common first year with <i>Physical Education BA (Hons)</i> and <i>Physical Education and Sports Coaching BA (Hons)</i>. This resourceful approach is especially applicable as these degrees share similar career destinations. Furthermore, the common first year will allow the switch of degree programmes within this programme cluster. This will be particularly attractive to students uncertain as to which degree to pursue.</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 <i>Introduction to Teaching and Coaching</i> 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 relating to motivation and leadership. At Level 5, the Sport Psychology: Principles of 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</p>

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Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

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evaluated within the Professional Practice in Coaching module.

Professional practice: 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 *Professional Learning Through Work* or *Entrepreneurship and Creativity*, 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 Progress tutor through the year and in the placement preparation period.

At Level 4, *Policy and Practice in Sport and Physical Education* examines the complexity of the organisation of sport in the UK. *Introduction to Teaching and Coaching* 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, *Professional Practice in Coaching* critically examines the complexities of working as a professional coach.

Management and development of coaching: At Level 4, *Policy and Practice in Sport and Physical Education* introduces the position of sport in the UK and the development of UK sport. The module also introduces some of the complexities of funding distribution with UK sport. During the Level 6 module, *Management and Development of Sports Coaching*, you will critically examine the sports industry in the UK and the position of coaching within this industry.

Physiological aspects of sports performance: At Level 4, you are introduced to the physiological components of performance in *Scientific Principles of Physical Education and Sports Coaching: Anatomy and Physiology*. 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, 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. Throughout Level 4 modules you will utilise a range of research methods in collecting and analysing data pertaining to the respective module content. At Level 5,

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you undertake *Research Methods* where key methodological concepts are introduced and you will be encouraged to use higher level analysis and synthesis skills when navigating a subject area with a view to developing a dissertation proposal. 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.

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 BSc Foundation Year in Sport and Health prior to entry at L4.

## 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 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.

Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

IA – May 2019 (and new module code for ESE)

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

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

<b>Core:</b>	Candidates are required to take:		
SHN 5202	Coaching and Assessment of Performance	Sem 1	20 credits
SHN 5042	Sport Psychology: Principles of Practice	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

and are required to choose 20 credits from:

SHN 5342	Growth and Development of The Athlete	Sem 1	20 credits
SHN5302	Advanced Training Methods**	Sem 2	20 credits

\*\*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 2019

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

<b>Core:</b>	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

and 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
SHN 6402	Exercise Referral***	Sem 1&2	20 credits

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

Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

IA – May 2019 (and new module code for ESE)



## Part-time structure

### Level 4 with effect from September 2019

#### **Year 1**

##### **Core:**

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

#### **Year 2**

##### **Core:**

SHN 4012	Policy and Practice in Sport and Physical Education	Sem 1	20 credits
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##### **Option:** 20 credits from:

SHN 4532	Analysing Sport	Sem 1	20 credits
SHN 4502	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

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

In Semester 1 students will complete a group based project 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 group based project 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 semester 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 2021

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
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Module modification – change of SHN 4462 to Semester 2 and SHN 4532 to Semester 1. Re PT structure, this involved changing SHN 4532 to Year 2 and SHN 4462 to Year 1 (July 2017)

Module modification – change of title of SHN 4462 (August 2017)

SHN5262 removed – AG 25.1.19

SHN5042 added – AG 25.1.19

Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

IA – May 2019 (and new module code for ESE)

SHN 5332	Coaching Pedagogy	Sem 2	20 credits
<u>and</u> are required to choose 20 credits from:			
SHN 5342	Growth and Development of The Athlete	Sem 1	20 credits
SHN 5302	Advanced Training Methods**	Sem 2	20 credits
<u>Year 4</u>			
<b>Core:</b> Candidates are required to take:			
SHN 5042	Sport Psychology: Principles of Practice	Sem 1	20 credits
SHN 5142	Research Methods 2	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
<b>Level 6</b> with effect from September 2024			
Progression requirements: 120 credits from Level 4 and 120 credits from Level 5, or equivalent.			
<u>Year 5</u>			
<b>Core:</b> 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
<u>Year 6</u>			
<b>Core:</b> 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
SHN 6402	Exercise Referral***	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.

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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 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. Integrated Assessment (Goal A, LTA strategy, 2015) will consolidate knowledge and analytical skills from a number of modules.

Timetabled meetings with your Progress 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.

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Module modification – change of title of SHN 4462 (August 2017)

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Common Level 4 and addition of modules at L5 and L6 –AG 1.2.19

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## 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 4022 Introduction to Teaching and Coaching																					
SHN 4382 Ethics, Society and Employability																					
SHN 4532 Analysing Sport																					
SHN4502 Health and Fitness																					
SHN 4282 Anatomy and Physiology																					
SHN 4462 Policy and Practice in Sport and Physical Education																					
SHN 4032 Sociology and Psychology of Physical Education and Sports Coaching																					

**B – Approval of New Academic Provision**

SHN 4042 Scientific Principles of Physical Education and Sports Coaching: Anatomy and Physiology	Grey			Grey			Grey		Grey	Grey										
SHN 5202 Coaching and Assessment of Performance	Dark Blue			Dark Blue		Dark Blue			Dark Blue			Dark Blue		Dark Blue	Dark Blue		Dark Blue	Dark Blue		
SHN 5042 Sport Psychology: Principles of Practice	Dark Blue			Dark Blue		Dark Blue	Dark Blue	Dark Blue	Dark Blue		Dark Blue			Dark Blue		Dark Blue	Dark Blue			
SHN 5142 Research Methods 2	Dark Blue	Dark Blue				Dark Blue	Dark Blue	Dark Blue	Dark Blue		Dark Blue			Dark Blue			Dark Blue	Dark Blue		
SHN 5332 Coaching Pedagogy	Dark Blue	Dark Blue		Dark Blue																
SHN 5342 Growth and Development of the Athlete	Grey	Grey	Grey	Grey				Grey												Dark Blue
SHN 5302 Advanced Training Methods		Grey		Grey					Grey	Grey			Grey							
SHN 5152 Professional Development and Placement 2	Dark Blue	Dark Blue	Dark Blue						Dark Blue	Dark Blue			Dark Blue	Dark Blue	Dark Blue	Dark Blue				Dark Blue
SHN 5162 Volunteering	Dark Blue	Dark Blue	Dark Blue									Dark Blue	Dark Blue	Dark Blue	Dark Blue					Dark Blue
SHN 6312 Management and Development of Sport Coaching	Dark Blue	Dark Blue	Dark Blue		Dark Blue		Dark Blue								Dark Blue					Dark Blue
SHN 6164 Dissertation	Dark Blue	Dark Blue	Dark Blue	Dark Blue		Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		Dark Blue		Dark Blue		Dark Blue	Dark Blue	Dark Blue	Dark Blue	
SHN 6342 Professional Practice in Coaching	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		Dark Blue							Dark Blue						Dark Blue
SHN 6352 Skill Acquisition and Motor Control	Dark Blue	Dark Blue		Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue					Dark Blue			Dark Blue				
SHN 6362 Performance Coaching	Blue	Blue		Blue		Blue		Blue		Blue		Blue	Blue	Blue		Blue	Blue			

**B – Approval of New Academic Provision**

BMM 6302 Entrepreneurship and Creativity	■	■			■		■	■					■		■	■	■		■	■	■
SHN 6192 Professional Learning Through Work		■	■		■	■	■	■			■		■	■	■	■	■		■	■	■
SHN 6402 Exercise Referral		■						■	■	■			■	■	■	■	■	■	■		■

## 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.