



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body/institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	Faculty of Social and Health Sciences
<b>Department</b>	School of Sport and Wellbeing
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	BSc (Hons) / BA (Hons) with Foundation Year in Sport and Health
<b>Title of programme(s)</b>	BA (Hons) Physical Education and School Sport with Foundation Year in Sport and Health BA (Hons) Physical Education and Sports Coaching with Foundation Year in Sport and Health BSc (Hons) Exercise, Health and Nutrition with Foundation Year in Sport and Health BSc (Hons) Sport and Exercise Sciences with Foundation Year in Sport and Health BSc (Hons) Sport and Exercise Sciences (Sports Nutrition) with Foundation Year in Sport and Health BSc (Hons) Sports Coaching with Foundation Year in Sport and Health BSc (Hons) Sports Therapy and Rehabilitation with Foundation Year in Sport and Health BSc (Hons) Strength and Conditioning Science with Foundation Year in Sport and Health
<b>Subsidiary award(s)</b> ( <i>if any</i> )	Ordinary Degree (with Foundation Year) Diploma of Higher Education (with Foundation Year) Certificate of Higher Education (with Foundation Year) Foundation Certificate
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	Single and joint after progression to Level 4
<b>Duration and mode(s) of study</b>	4 years full-time (one of these is a foundation year)
<b>Month/year of approval of programme</b>	2018
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	Sep 2022
<b>Periodic review next due</b> ( <i>academic year</i> )	2027
<b>HECoS subject code(s)</b>	C600 / 101319 C610 / 100095 C620 / 100096
<b>UCAS course code &amp; route code</b> ( <i>available from Admissions</i> )	
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) ( <i>available from Student Administration</i> )	
<b>Delivery venue(s)</b>	Leeds Trinity University GBS SSS WIC LDT

### 2. Aims of the programme

**Rationale and general aims, including what is special about this programme  
(from the student's and a marketing perspective)**

The aim of the Foundation Year is to provide you with an introduction to issues and questions that are key to understanding sport, exercise and health. You will be encouraged to explore issues such as demands of sport, exercise, physical activities and improved performance. You will also gain an understanding of the basic factors that influence health and how health can be improved. In addition to these opportunities, you will also learn about the solutions that policy-makers have offered to promote health.

You will therefore be provided with an opportunity to actively develop your knowledge of sport, exercise and health whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Sport and Health Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Sport and Health pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the foundation year, you should be well equipped to go on to Level 4 study on one of the named linked honours degree programmes in the areas of sport, physical exercise and health.

**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 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the foundation year, students will have demonstrated:

- K1 knowledge of key issues connected to sport, exercise and health
- K2 knowledge of concepts related to sport, health and exercise
- K3 an understanding of the basic theories that have been development to understand sporting activity, health and exercise
- K4 knowledge of technical terminology and scholarly conventions
- I1 ability to identify and comment on concepts related to undertaking sport, health and exercise
- I2 ability to complete a range of assessments
- I3 ability to recognise and describe several theories that have been employed to understand sport, health and exercise
- I4 ability to present results that draw appropriately upon scholarly research and debate

Employability skills

- 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	<b>Teamworking</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>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 various sources
E4	<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
E5	<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
E6	<b>Application of information technology</b> – 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
E7	<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.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

<b>Statement of congruence with the relevant published subject benchmark statements</b> <i>(including appropriate references to any PSRB, employer or legislative requirements)</i>	
The subject benchmark statements that are particularly relevant to this programme are:	
(1)	the QAA subject benchmark statement for Health Studies
	<ul style="list-style-type: none"> <li>(2) the QAA subject benchmark statement for Events, Hospitality, Leisure, Sport and Tourism</li> </ul>

#### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 3.	<p><b>Generic Learning outcomes for the award of <u>Foundation Certificate in Sport and Health</u>:</b></p> <p>On successful completion of 120 credits at Level 3, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on one of the linked pathways to the Foundation Year in Sport and Health.</p> <p>They must have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i. describe key concepts related to sport, exercise and physical activity;</li> <li>ii. outline several different theories that have been used to produce an understanding of sport, exercise and physical activity;</li> <li>iii. communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques;</li> <li>iv. undertake a project on a topic connected to sport, exercise and physical activity.</li> </ul>

#### 5. Content

<b>Summary of content by theme</b> <i>(providing a 'vertical' view through the programme)</i>	
The Foundation Year in Sport and Health is designed to provide students with: (1) an introduction to sport, exercise and health, (2) the skills that will allow them to make a successful progression to	

Level 4 study and (3) an opportunity to undertake a sustained investigation on topic of their choice in area related to their intended future undergraduate studies.

The modules of the Sport and Health Foundation Year can be grouped into the following strands:

*Study Skills, Confidence Building and Project Work*

SOC/SHN/LAW/CYP/BMM/COM/HUM3113                      Academic Skills and Studying with Confidence

SOC/SHN/LAW/CYP/BMM/COM/HUM3103                      Project

*Understanding Sport and Exercise*

SHN3003    Sport and Exercise

*Health*

SHN3013    Being Healthy in a Modern World

**Health\***

**SHN3023    Introduction to Effective Caring**

**\*Delivered at Partner institutions only instead of SHN3003**

## 6. Structure

### Foundation Year to a linked Sport or Health degree

**Duration:**                      1 year full-time

**Total credit rating:**      120 (for those not progressing to Level 4 on a linked degree)

**Level 3** – with effect from September 2023

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

SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence	Sem 1&2	30 credits
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project	Sem 1&2	30 credits
SHN3003    Introduction to Sport and Exercise	Sems 1&2	30 credits
SHN3013    Being Healthy in a Modern World	Sems 1&2	30 credits
<b>SHN3023* Introduction to Effective Caring</b>	<b>Sem 1&amp;2</b>	<b>30 credits</b>

**\*Partner institutions only instead of SHN3003**

## 7. Learning, teaching and assessment

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

The learning and teaching provision on the Foundation Year in Sport and Exercise is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2020-23. It will provide you with an experience which is student-centred; teaching which is responsive to the needs of you as an individual student; and a framework within which you are encouraged to begin your ability to

engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 3.

The following approaches are prioritised in the Foundation Year of the linked sport and exercise degrees:

### **Learning**

The focus will be on ensuring that you have an opportunity to develop their understandings of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises, and collaborative projects.

**A Progressive Learning Structure** is built into the course design:

You will begin Level 0 by having an opportunity to develop your academic skills and confidence, before having an opportunity to apply these when you study a negotiated topic of choice for the Project module in semester 2. How to effectively engage in academic writing, orally presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies you will begin by looking at key issues before applying academic concepts and theories to these.

### **Teaching**

- **Student-Led Enquiry:** The main form of teaching session will be face to face seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.
- **Asynchronous learning:** These activities will be provided to supplement the face to face sessions and are designed to support your learning and in some cases offer ‘stretch’ activities beyond the minimal expectations for those of you who feel you would like these. These will include, but are not restricted to, suggested readings, videos, podcasts, quizzes.
- **Use of VLE:** To support face to face teaching, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.
- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of sport, exercise, health and academic skills. Pre-recorded materials and small group or one-to-one meetings will also take place on Microsoft Teams.

### **Assessment:**

- **Formative Assessment:** You will have access to formative assessment in every module that you study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.
- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value with development of your academic and employability skills being central to the design of these.
- **Negotiated Assessment:** You will have the opportunity, in SHN3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, oral presentation, written project.

--

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme										Skills development								
	K1	K2	K3	K4	I1	I2	I3	I4	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Theories	Terminology	Concepts	Variety of assessments	theories	Produce results			Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>SHN3103 Project</b>																			
<b>SHN3113 Academic Skills</b>																			
<b>SHN3003 Intro to Sport and Exercise</b>																			
<b>SHN3013 Being Healthy in the Modern World</b>																			
<b>SHN3023* Introduction to Effective Caring (Partner Institutions Only)</b>																			





## 8. Entry requirements

<b>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</b>	Yes (for Foundation Year entry)
<b>Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)</b>	n/a

## 9. Progression, classification and award requirements

<b>Details of requirements for student progression between levels and receipt of the award(s)</b> (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Academic Regulations: <ul style="list-style-type: none"><li>• Programme Regulations for the Foundation Year</li></ul>

## 10. Prerequisites

<b>Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award</b> <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
n/a.

## 11. Additional support needs

<b>Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme</b>
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.