Form NP3



PROGRAMME SPECIFICATION

1. **General information**

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| **Awarding body/institution** | **Leeds Trinity University** |
| **Teaching institution** | **Barnsley College** |
| **‘Parent’ School** *(ICE / SAC / SSHS)* | **SSHS** |
| **Academic Group** | **SHAPE** |
| **Professional accreditation body**  *(if applicable)* | **n/a** |
| **Final award** *(eg. BA Hons)* | **BA (Hons)** |
| **Title of programme(s)** | **Sport, Physical Education and Health [Level 6 Top-up]** |
| **Subsidiary award(s)** *(if any)* | **BA degree** |
| **Honours type** *(Single / Joint / Combined)* | **Single** |
| **Duration and mode(s) of study** | **1 year full-time, 2 years part-time** |
| **Month/year of approval of programme** |  |
| **Start date**  (this version) *(month and year)* | **September 2019 (FT); September 2019 (PT)** |
| **Periodic review next due** *(academic year)* | **2023-24** |
| **JACS subject code(s)** *(Level 3)*  **(Please refer to HESA listing on AQO website)** | **C600 (15%)**  **C620 (30%)**  **C640 (15%)**  **X210 (20%)**  **X290 (20%)** |
| **HECoS (formerly JACS) subject code(s)** *(Level 3)* | **101319 (15%)**  **100098 (15%)**  **100096 (30%)**  **100962 (20%)**  **101278 (20%)** |
| **UCAS course code & route code (available from Admissions)** | **FT - C6N8; PT – C6N8** |
| **SITS codes** *(Course / Pathway / Route)* **(available from Student Administration)** | **XBCSPEH** |
| **Delivery venue(s)** | **Church Street Campus (Barnsley College)** |

1. **Aims of the programme**

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| **Rationale and general aims, including what is special about this programme *(from the student’s and a marketing perspective)*** |
| The BA (Hons) Sport, Physical Education and Health [Top-up] programme is designed to provide an academic and professional programme for the development of practitioners delivering Sport, Physical Education (PE) and Health initiatives to a wide range of people. Graduates will especially be able to make a positive contribution to the learning of children and young people, due to their ability to apply theoretical knowledge to the practical environment of school or other relevant environments. They will have knowledge and understanding of relevant theories and practice will be developed with a focus on learning in physical education and sport, as well as health promotion.  The BA (Hons) Sport, Physical Education and Health [Top-up] encourages progressions from complementary Foundation Degrees or Higher National Diplomas and enhances the knowledge of those individuals involved in PE and sport. In the main, students will be recruited onto the programme from either the existing Leeds Trinity validated FdA in Coaching, Physical Education and Sports Development and/or the FdSc in Physical Activity, Health and Exercise.  In the first year of the programme, internally progressing students will arrive from two comparable Higher National Diplomas (Coaching and Sports Development or Health, Fitness and Exercise). That said, recruitment is unlikely to be exclusively internal and students from alternative providers or those looking to upskill may be able to access onto the programme so long as prior learning, level of study and experience is suitably matched.  The aims are:   * To engage in a contextualised programme of study relating to the delivery of sport, physical education and health to children and young people * To equip students with the knowledge and skills to support effective learning in sport, physical education and health * To provide specialist knowledge in sport and physical education, linking to key public health issues and policies * To develop understanding of theories and practices relevant to professional roles and engage in reflective practice. |

1. **Student learning outcomes of the programme**

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| **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 programme, students will have *demonstrated:*  K1 coherent and detailed subject and/or professional knowledge and understanding, including reference to recent scholarly resources and evidence and the accurate use of scholarly conventions in so doing  K2 K2 critical knowledge and understanding of the key pedagogical, sociological and health   issues in sport and physical education  K3 K3 an ability to evaluate issues and practices within the context of sport, physical education   and health  K4 K4 application of knowledge, understanding and problem solving skills within a professional   context  K5 K5 application of knowledge and understanding of research methods and processes to the   context of sport, physical education and health  I1 secure use of analytical techniques appropriate to the disciplines of sport, physical education and health  I2 critical evaluation of approaches to solving problems in a disciplines of sport, physical education and health  I3 effective and sustained communication of results and arguments  I4 understanding of the limits of their knowledge and the consequent influence on their analysis  P1 subject-specific practical skills, including planning, observing, communicating, organising and profiling  P2 an ability to design, conduct and evaluate research in the disciplines of sport, physical education and health.  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 **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 and to manage a budget;  E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.  E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;  E9 **Social, cultural & civic awareness** –embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community. |

3a External benchmarks

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| **Statement of congruence with the relevant published subject benchmark statements** *(including appropriate references to any PSRB, employer or legislative requirements)* |
| In line with the QAA subject benchmark statement (QAASBS) for Sport, the current programme has been designed with a view to ensuring that significant attention has been paid to the ‘experience economy’ (p.6). The QAASBS discusses the ‘multidisciplinary nature’ of the subject grouping, something that is incorporated in this programme, for example, coaching, physical education and sports development feature as key strands with themes related to business and management, health and sociology all incorporated throughout. It is also suggested in the QAASBS, in section 3.18 that programmes should consider wider “social, cultural, scientific and management aspects of sport” (p.11). Therefore, this programme takes a ‘multidisciplinary’ approach to programme delivery, as in accordance with section 3.20 (QAASBS). The programme will mostly cover the following areas identified within the QAASBS for Sport:   * the performance of sport and exercise and its enhancement, monitoring and analysis * health-related and disease management aspects of exercise and physical activity * historical, social, political, economic and cultural diffusion, distribution and impact of sport * policy, planning, management and delivery of sporting opportunities.   Curriculum content will focus upon the coaching process, skill acquisition, sport development, physical education, physical activity, sport psychology, sport sociology and social and cultural issues, in line with content stipulations in section 3.21 of the QAASBS. |

1. **Learning outcomes for subsidiary awards**

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| The subsidiary award of an ordinary degree is not a target award therefore there are no specific learning outcomes. The ordinary degree is only available as a ‘fall-back’ option.  See Section 9 Progression and Award. |

1. **Content**

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| **Summary of content by theme** (providing a ‘vertical’ view through the programme) |
| The BA (Hons) Sport, Physical Education and Health [Top-up] programme provides knowledge, skills and practical experiences to enhance understanding of learning in PE and through sport and health related activities. *Critical Issues in Physical Education* evaluates the practical and theoretical aspects of ensuring effective curriculum leadership and progressive learning in PE.  Sociological and cultural factors influencing young peoples’ participation in physical activity are studied and evaluated in *Physical Activity and Health for Young People*. The module also focuses on critical evaluation of the relationship between health promotion and physical activity.  *Community Sports Development* develops understanding of promoting sports participation in the wider community and enhances understanding of the role schools have within the community.  The *Professional Context Project* and Dissertation modules enable students to personalise their learning to their interests and role in the workplace. The Dissertation will build on assumed previous learning at Level 5 contributing to the need for reflective practice and research informed practitioners.  The key themes of the programme are sports development, tackling inactivity, physical education and teaching practice. These themes build upon skills learnt and themes studied on appropriate level 5 programmes for example the existing validated FdA Coaching, Physical Education and Sports Development at the College. |

1. **Structure**

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| **BA (Hons.) Sport , Physical Education and Health [Level 6 Top-up] (***SPPEHSH)[[1]](#footnote-1)*  **Duration:** One-year full-time  **Total credit rating:** 120 credits  **Level 6**  **Core**: Candidates are required to take:  XBCSHN6004 Dissertation Sem 1&2 40 credits  XBCSHN6012 Critical Issues in Physical Education Sem 1 20 credits  XBCSHN6022 Community Sports Development Sem 2 20 credits  XBCSHN6002 Professional Context Project Sem 1&2 20 credits  **Optional:** Candidates are require to choose one from:  XBCSHN6032 Physical Activity and Health for Young People Sem 1 20 credits  XBCSHN6042 Health Trainer and Behaviour Change Sem 1 20 credits  Award requirements: Students require 120 credits to gain the award.  **BA (Hons.) Sport , Physical Education and Health [Level 6 Top-up] (***SPPEHSH)*  **Duration:**  Two-years, part-time  **Total credit rating:** 120 credits  **Level 6**  **Core**: Candidates are required to take:  **Year 1:**  XBCSHN6012 Critical Issues in Physical Education Sem 1 20 credits  XBCSHN6022 Community Sports Development Sem 2 20 credits  XBCSHN6002 Professional Context Project Sem 1&2 20 credits  **Year 2:**  XBCSHN6004 Dissertation Sem 1&2 40 credits  **Optional:** Candidates are require to choose one from:  XBCSHN6032 Physical Activity and Health for Young People Sem 1 20 credits  XBCSHN6042 Health Trainer and Behaviour Change Sem 1 20 credits  Award requirements: Students require 120 credits to gain the award. |

1. **Learning, teaching and assessment**

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

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| Work-based modules, Professional Context Project and the Dissertation comprise half of the programme, balancing the taught element with the work-based application and allowing students to investigate aspects of the course to suit their roles and personalise their learning to develop reflective practitioner skills and apply theory to practice.  Students will be expected to have relevant skills and understanding for Level 6 study based on their previous study. They will be supported in their introduction to new concepts and higher order skills such as synthesis and critical evaluation but will also need to have the ability to manage their own studies and the motivation to research and study independently, gathering and analysing data appropriately.  Students will be introduced to the key issues related to ethical practice in relation to working with children and young people or other relevant populations.  For the taught modules, learning will be developed through lectures, seminars, workshops, practicals, e-tivities and tutorials to test their knowledge, understanding, subject specialist, intellectual and employability skills. These lead to reflection and theorising through discussion and written work.  Assessment modes are varied but the balance of assessment favours coursework. Knowledge and understanding is assessed through essays, reports, oral presentations and project work. Level 6 assignments increasingly demand reflection, critical analysis, synthesis and problem solving. Professionally-related skills are assessed throughout.  The needs of part-time students have been considered in the design of this Top-Up programme. Adequate provision with regards to learning, teaching and assessment methods are accounted for part-time study to ensure that they are not merely expected to fit into full-time delivery models (this also extends to pastoral support). For example, considering the heavier weighting and associated workload of the Dissertation module, part-time students will only study a total of two modules in year two of delivery (Dissertation plus one other). Additional considerations are paid with regards to library support, for example, evening Study Skills support sessions. Part time students will have equal access to a range of cross-centre support including the Disability and Dyslexia service, Study Skills (as idenditfied above), Library Services and the college Health & Wellbeing Centre as well as having a designated contact Tutorial & Learning Mentor (TLM). The TLM(s) will support students with a range of services from study support to coaching mentoring and help them access wider enrichment opportunities. Part-time studnets will have a Programme Leader who acts as a Personal Tutor alongside the support offerred by the TLM(s). |

**7b) Programme learning outcomes covered**

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|  | **Assessed learning outcomes of the programme** | | | | | | | | | | |  | **Skills development** | | | | | | | | |
| *Adjust LO codes as necessary. 🡻* | | **K1** | **K2** | **K3** | **K4** | **K5** | **I1** | **I2** | **I3** | **I4** | **P1** | **P2** | **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. | | Knowledge and understanding | Pedagogy, sociological and health issues | Evaluate issues and practices | Problem solving in professional context | Application of research methods | Analyse information | Critical evaluation | Effective communication | Understanding limits of knowledge to challenge | Subject specific practical skills | Research practice | **Self-management** | **Teamworking** | **Business & sector awareness** | **Problem-solving** | **Communication** | **Application of numeracy** | **Application of IT** | **Entrepreneurship / enterprise** | **Social, cultural & civic awareness** |
| XBCSHN6012 Critical Issues in Physical Education | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCSHN6002 Professional Context Project | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCSHN6022 Community Sports Development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCSHN6004 Dissertation | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCSHN6032 Physical Activity and Health for Young People | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| XBCSHN6042 Health Trainer and Behaviour Change | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Entry requirements**

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| **Honours degree programmes** |
| Applicants should normally have achieved the following prior to registration for the programme:  Successful completion of the following two awards, validated by Leeds Trinity University and taught at Barnsley College, Church Street Campus:   * FdA in Coaching, Physical Education and Sports Development * FdSc in Physical Activity, Health and Exercise   Students arriving from alternative provison should have achievement at Level 5 from a Foundation Degree (i.e. FdSc or FdA), Higher National Diploma or equivalent in a related subject area. Students will need to evidence assumed prior learning and study, at Level 5, in appropriate subject disciplines, linked to the content of the Top-Up Degree.  Students need also to demonstrate a positive approach to personal, professional, academic and career development. Ideally students will be actively involved in (perhaps voluntarily) or seeking employment in jobs and careers aligned to the areas of study covered by the qualifications.  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, eg. the International English Language Testing Service (IELTS).  Other non-certificated requirements  N/A |

1. **Progression, classification and award requirements**

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| 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, e.g. exclusion of Level 4 module marks from Foundation Degree classification) |
| As this is a Level 6 top-up programme, students require 120 credits to gain the award.  Unsuccessful honours students may be eligible for an ordinary degree if a minimum of 60 credits has been achieved. |

1. **Prerequisites**

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| Details of modules which must be passed before enrolment on a module at a higher level |
| None |

1. **Additional support needs**

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| 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. |

1. Programme and Module codes to be confirmed by LTU @ March 2019. [↑](#footnote-ref-1)