

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	Bachelor of Arts (Hons)
<b>1.5 FHEQ Level:</b>	4, 5 and 6
<b>1.6 Programme Title:</b>	Physical Education
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Sport, Health and Wellbeing
<b>1.9 HECoS Code:</b>	100459
<b>1.10 Collaborative Provision Arrangement:</b>	None
<b>1.11 UCAS Code(s):</b>	XC63
<b>1.12 Admission Criteria:</b>	BA 280-300

A Level BBC

BTEC DDM

- GCSE English & Maths Grade C and above
- Level 3 qualification (e.g. A level, BTEC)

In addition to the above, preference will be given to applicants with one or more of the following:

- Engagement in sport as a participant, coach, leader or volunteer
- NGB Coaching Awards
- Leadership Awards (JSLA or CSLA or HSLA) or equivalent
- Work experience (ideally in the education and/or coaching sector)
- Access Qualification – Pass
- DBS check as per University policy

Applications from non-traditional learners will be encouraged and their acceptance on the programme will reflect their work experience and ability to adapt to Higher Education. Recruitment follows University policies, which promote equality of opportunity.

International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent

<b>1.13 Accrediting Professional Body/PSRB:</b>	N/A
<b>1.14 QAA Subject Benchmarking Group(s):</b>	QAA benchmarking: Hospitality, Leisure, Sport and Tourism 2008. Subject benchmark statement: Education Studies (2015). Framework for Higher Education Qualification in England (FHEQ, 2008)
<b>1.15 Other External Points of Reference:</b>	QAA health benchmarking statement: Early Childhood Studies Sports Coach UK Codes of Practice Department for Education OFSTED National Occupational Standards for Sport Science Association for Physical Education
<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	PSED90 (Compulsory 100 hour placement module in year 2) Yr3 Honours Project includes serial placement to support the required action research.
<b>1.18 Foundation Degree Progression Routes:</b>	N/A
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	September 2015
<b>1.21 Date of Commencement:</b>	September 2016 (re-validation)
<b>1.22 Review Date:</b>	September 2022

## 2. Programme Outline

The BA (Hons) Physical Education degree responds to institution's four drivers; the strategic plan, the knowledge partnership review, the internal periodic review and the metric exercise. The degree programme is designed to ensure high quality, reduce internal competition and ensure sustainability and growth in numbers on the programme.

This degree aims to address concerns from HEA (2012), namely that assessment practices are out of touch with the outcomes expected from a university education in relation to wide-ranging knowledge, skills and employability.

### 2.1 Integrating Sustainability into the Curriculum

The overarching aim of the BA (Hons) Physical Education programme is to develop a broad base of knowledge, skills and critical understanding in the context and pedagogy of physical education in the primary and secondary education sectors. The specific programme outcomes will enable BA (Hons) Physical Education 3 Year Programme graduates to demonstrate the skills in line with the QAA benchmarks and prepare students for the Post Graduate Certificate of Education and School Direct routes into teaching with targeted experience in preparation for the Teachers' Standards.

### **3. Distinctive Features**

The programme has a clear and distinct focus on teaching and learning in Physical Education in schools, aiming to ensure all young people are confident to engage in lifelong physical activity and are competent to engage in a range of physical activities. The programme takes a developmental approach to teaching and learning in school, with a clear focus on the individual needs of learners. The programme is cross phase, from Key Stage 1 to 4 and will allow students to experience the different stages of learning as well as the structure of Key Stages in schools. This unique experience will enable students to reflect and focus on the next stages of their own career aspirations.

The programme applies theory through practice. There is a clear focus on the teaching profession, where the 'Teachers' Standards' are mapped against each module to ensure students understand and are familiar with the requirements of Qualified Teacher Status (QTS). Placements in educational contexts will provide students with the experiences required for Post Graduate Certificate of Education and School Direct routes into teaching.

The pathway students will take will be progressive and will build on knowledge, experiences and skills throughout the programme. The generic core modules of the programmes will provide the academic skills required of graduates and the BA Physical Education will utilise and develop this knowledge, skill and understanding throughout the programme.

Each module has been designed to enable continuity of learning through and across modules to enable students to develop interconnected knowledge rather than pigeon hole learning. To that end modules are delivered in a combination of long and thin & short and fat timescales.

Assessment will reflect the diversity and competencies required of teachers in a 21<sup>st</sup> Century setting where digital technology is implicit.

The honours project will be conducted within the serial placement in year 3. Through this strategy, staff will provide information, guidance and advice to help students opt for a suitable placement in primary, secondary or special school and select a research focus in an area of particular interest which will support their career aspirations. This research will provide experience and insight which will increase employability prospects in line with the Strategic Plan.

Furthermore the programme has been designed to meet the new model by having greater prescription; years one and two will be prescribed, with all modules compulsory with the exception of the availability of an independent study module to meet the needs of elite sport scholars whose competition schedules restrict normal attendance. In the third year of the degree some electives or choice will be available to suit career aspirations. The programme enables development of transferable skills, such as communication; leadership and management; literacy and numeracy, etc. to enhance employability within and beyond pedagogy.

### **4. Programme Aims**

The overarching aim of the Physical Education programme is to develop in students, a broad base of knowledge, skills and critical understanding in the context of physical education, pedagogy in physical education at secondary and primary level. The specific programme outcomes will enable BA (Hons) Physical Education 3 Year graduates to demonstrate the following skills in line with the QAA benchmarks.

1. Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings
2. Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual

and practical domains

3. Provide a stimulating and caring learning environment in which students feel secure and motivated to learn independently.
4. Prepare students for employment or postgraduate study by equipping them with a diverse range of skills

**The specific programme aims are:**

5. To enable students to acquire a solid foundation in their knowledge, understanding and practical experience of the underlying concepts, theories and principles of Physical Education and pedagogy for physical education in the secondary, primary and special educational domains.
6. To ensure graduates enter the work setting with a thorough knowledge and understanding of physiological, psychological and sociological concepts required to develop quality, safe and effective programmes designed to promote physical activity in children
7. To allow students to monitor, assess and track learner progress in Physical Education and school sport.
8. To allow students to explore the historical, social, health, political, economic and cultural impacts on Physical Education practice and policy.
9. To allow the study of the policy, planning, management and delivery of Physical Education and school sport opportunities.
10. To provide students with a comprehensive knowledge and understanding of both formal Physical Education, sports coaching, community projects and initiatives designed to address inactivity in children and to encourage students to draw links between these forms of teaching and learning.
11. To equip suitable graduates with the skills required to apply for an appropriate post graduate route into teaching, to enter further post graduate studies, to obtain other professional vocational qualifications or other employment.

These above aims are guided by the QAA's Benchmark Statements for Honours Degrees in Hospitality, Leisure, Sport and Tourism which depict that sport degree programmes will be characterised by one or more of the five study areas. However, the BA (Hons) Physical Education Programme contributes to all five areas within 3.25. In addition it has been formulated in line with the 2007 subject benchmark statement for Education Studies.

## **5. Programme Learning Outcomes**

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. Knowledge and understanding of the underlying concepts, theories and issues underpinning teaching Physical Education in secondary and primary education.
2. Knowledge and understanding of the current global, national and local issues surrounding education and physical education.
3. Knowledge and understanding of the statutory and non-statutory frameworks in education
4. Knowledge and understanding of how children grow and develop and the impact this has on their holistic development.
5. Knowledge and understanding of the capacity of ICT to enhance learning within physical education environments.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

6. Critically assess and evaluate evidence to develop reasoned and informed argument.

7. An ability to apply and interpret the findings of research in the realm of physical education in secondary and primary education.
8. Describe, analyse and interpret data using a variety of appropriate techniques.
9. Use and interpret existing theories and information to solve problems in theoretical and practical contexts.
10. Research and critically evaluate theories, principles and concepts in physical education with minimal supervision.

### **Practical skills:**

By the end of this programme students should be able to demonstrate:

11. Demonstrate safe and effective field-based practice (e.g. within physical education, leadership, pedagogy and laboratory work); to include risk assessment and the identification of emergency procedures.
12. Undertake appropriate needs analysis to inform progressive training design for physical education progression in different populations.
13. Demonstrate technical proficiency across a range of practical contexts in sport, education and physical Education.
14. Demonstrate competence in the ability to disseminate good practice.
15. An ability to apply processes of learning to the contexts of physical education teaching.
16. Demonstrate effective leadership skills with a range of stakeholders in the context of physical education in secondary and primary education.
17. Utilise ICT to enhance learning within physical education environments.

### **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:

1. Communicate effectively in a variety of forms.
2. Critically reflect and evaluate personal strengths and weaknesses across all modules.
3. Work effectively as a member of a team and take responsibility for leadership where appropriate.
4. Select and manage information using appropriate digital technologies.
5. Select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
6. Have confidence to challenge received opinion and debate in an innovative and professional manner.
7. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5)
8. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

## **6. Learning and Teaching Methods**

<b>Method</b>	<b>Description</b>
<b>Case Studies</b>	A group of people, or an individual, engaged in study or work, based on 'real life' situations in a practical field. Case study or scenario based learning activities.

<b>Computer based learning / E-learning</b>	Computer and network enabled transfer of skills and knowledge, using Electronic applications and processes to learn.
<b>Directed Study</b>	Time set aside by the teacher for learners to study a particular subject
<b>Experiential Learning</b>	Students gain knowledge resulting from the combination of grasping and transforming experience
<b>Group discussions Guest Lectures</b>	A focus group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli. Using specialists from the field to present to students. Typically refers to a learner or guest speaker, explaining or showing some content to a learning audience; similar to a lecture
<b>Independent Learning</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own
<b>Laboratory Practical</b>	Laboratory sessions and conditioning sessions in the fitness suite
<b>Lectures</b>	Subject introduced and delivered by the teacher in a specific time which transmits information
<b>Observation of Practice</b>	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning
<b>Peer Learning</b>	A learning event in which one learner, or a small group of learners, help other learners with a particular subject
<b>Practical sessions</b>	Student activity, e.g. learning a skill or group work. This can also include coaching sessions in the sports hall
<b>Presentations</b>	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture
<b>Seminars</b>	A group of about 8-12 people following up something that has already been introduced on the course – involves reading of an essay or paper by one member followed by discussion
<b>Tutorials</b>	One-to-one teaching (learner to teacher) usually for counseling purposes based on the learners' work
<b>Virtual Learning Environment</b>	A software system designed to support teaching and learning in an educational setting
<b>Work Based Learning Activity</b>	A block period of work placement with structured learning tasks, activities and mentoring
<b>Work Based Tasks</b>	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices
<b>Workshops</b>	A group of people engaged in intensive study or work in a creative or practical field

## 6.1 Learning Enhancement

The BA (Hons) Physical Education 3 Year Programme offers improved access to higher education ensuring equality of opportunity and widening participation through a range of learning and teaching strategies. It Learning Outcomes Mapping Matrix 2020-21

has a practice based focus underpinned by academic knowledge and understanding. It employs a variety of approaches including e-learning and work based learning to keep it rooted in practice. A range of teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims.

A remote virtual learning environment situated on the internet/intranet promotes access to resources, discussion groups and other learning materials. In addition, students have open access to extensive computer facilities within the University to support their studies supported by e-learning continuing professional development.

The Teaching and Learning strategies employed contribute to the identification and development of a student at all levels of study. Links to these qualities are made explicit in module syllabi; achievement is monitored, evidenced and reflected upon within modules.

A range of Teaching and Learning approaches is utilised to enable flexible, student-centred learning. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport science to professional practice. The teaching and learning strategies employed contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course will employ a variety of approaches, such as guest speakers, course conferences and applied practice with schools, event management, project work, educational placements, promoting voluntary placements, and access to and promotion of educational qualifications along with awards from national and professional governing bodies. Regular mentoring from the Personal Development Tutor and peers via the vertical tutoring system, across all three years within the programme, will provide progressive advice and guidance.

## **6.2 e-Learning**

The programme team recognises the increasing contribution that digital scholarship makes to the learning experiences of students which aligns itself to the Strategic Plan. The virtual learning environment provides access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. For example, learning enhancement activities such as course conferences and off site visits will be publicised in an annual calendar and available to all students. The programme will have a Twitter feed that encourages dissemination of information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

## **7. Modes of Assessment**

The assessment strategy of the BA (Hons) Physical Education programme has been designed using the University generic level and grade descriptors and follows University regulations through the PSEC03 / PSED90 modules. This holistic approach aims to develop students academically, philosophically and personally, incorporating formative and summative achievement of learning outcomes. Student work will be submitted and marked via Turnitin where possible. Larger e-portfolios will be submitted through the Faculty Office; practical work is observed and samples recorded.

Achievement of Learning Outcomes is formative through responses to practice and directed tasks, self-assessment and peer assessment opportunities and the accumulation of portfolio evidence from Work Based Learning. Students are required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning as well as reflection to demonstrate the whole of their learning. Module Learning Outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide students. Summative assessment marks and

feedback are used formatively to help students set personalised academic or personal targets prior to the next round of summative assessments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. A key focus throughout the BA (Hons) Physical Education is the promotion of inclusive practice and developing the knowledge to challenge issues of exclusion. Throughout the taught modules formative assessment will be employed to support students in their learning and development. Assessment is used *for*, *of* and *as* learning to enable students to meet the programme outcomes.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. The regulations of assessment are in accordance with the University's Regulations. Assessment tools include:



<b>Method</b>	<b>Description</b>
<b>Coursework - Proposal</b>	A document written that describes in detail the program for a proposed research process that gives a reader a summary of information discussed in project
<b>Coursework – Critical Review</b>	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation
<b>Coursework – Essay</b>	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor
<b>Coursework – Evaluative Report</b>	An evaluation or critically reflective piece of writing that identifies key issues, challenges and ‘learning’ that is relevant to the student’s experiences. This may be the result of a placement, event, work experience etc.
<b>Formal Examination</b>	Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.
<b>Honours Project</b>	An in-depth independent study of 10,000 words (or equivalent), approved by the module leader, following a topic of the students’ choice, which should indicate the capacity to synthesise the different elements of Physical Education or Secondary Education
<b>Coursework – Literature Review</b>	An essay style assignment critically evaluating literature pertinent to a topic
<b>Practical examination Oral Presentation / E-presentation</b>	A talk illustrated/supported by a variety of audio-visual or electronic aids, which demonstrate knowledge and understanding of a selected topic and communication skills. They could be individual or group
<b>Coursework portfolio/ E-Portfolio/ Resource File</b>	A collection of assessments covering the learning outcomes or module, which usually takes several different forms such as essays, reports, lesson plans, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students’ achievements
<b>Examination – Practical Assessment</b>	Examination of personal performance measured against set criteria using recognised guidelines or national awards
<b>Examination - Personal Practical Performance</b>	Practical performance measured against set criteria using recognised guidelines of National awards
<b>Coursework – Report/Laboratory Report</b>	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results
<b>Examination – Synoptic class test</b>	A times examination where students integrate core tasks from a module to solve a scenario based question, students may use notes, tasks, texts and the internet in the test to research scenario setting

## **8. Exemptions to University Regulations**

None

## **9. Work-Based Learning/Placement Learning**

The professional relevance of curriculum design and content has been created with acknowledgement of the QAA benchmarking statements that require critical appreciation of subject focus in a vocational context. The BA (Hons) Physical Education 3 year programme provides opportunities for students to apply their knowledge and understanding to a range of formal educational settings. Students will have structured work based learning experiences over the 3 year programme.

The University and schools in the locality have a history of working very closely together in providing high quality training for undergraduate courses and QTS PGCE/School Direct. Work based learning / placement opportunities will draw upon a network of schools that are part of the Universities partnership.

All students are required to undertake a 100 hour placement/work based learning during their second year on the programme. The module runs across both semesters to ensure students are able to fully engage in all aspects of the educational environment. This also ensures that students are able to develop their knowledge, understanding and application of the pedagogical principles. The placement module also builds upon PSEC03 module as each student has the opportunity to address short and medium term professional targets set within the module.

Each student is allocated a University placement tutor (UPT) who agrees the focus of the placement and its associated assessment in line with student career aspirations. All placements adhere to the University Policy on Placement learning and the QAA Code of Practice. In addition the students are supported, and the placement quality assured and monitored, through the involvement of the module leader, placement co-ordinator and a named placement supervisor based at the Placement organisation. Furthermore in preparation for the placement students receive a series of lectures and tutorials advising them of the requirements for the placements.

In addition to the required second year placement module, students will undertake a further school based learning experience as part of the Honours Project in the third year. Students will be encouraged to collect primary data through the process of research which will support the completion of their honours project. This ensures that students develop a critical approach to their personal and professional practice.

Throughout the three year programme students will engage in a variety of pedagogical experiences that are embedded in a range of modules; Growth & Development, Applying Skill Acquisition and Biomechanics through fundamental movement skills, Learning through the Environment, Pedagogy in Practice, Diversity in Education, Thematic Learning\*, Coaching Children in sport\*, Disability and Sport\*

\* Note that modules identified with an asterisk are optional. These experiences support the development of students' subject knowledge, understanding and application of teaching through effective planning, delivery and reflection.

## **10. Programme Structure**

**Full Time**

**Level 4**

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PSEC03</a>	Becoming a Sports Coach or Physical Education Teacher ( <i>Immersive module</i> )	20	100% Coursework	Semester A Immersive	Compulsory	Condonable
<a href="#">PSEC01</a>	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<a href="#">SCPC01</a>	Coaching and Teaching: Process & Practice	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PSEC04</a>	Sports Science Principles of Growth and Development	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SCPC02</a>	International Studies in Sport and Physical Education	20	60% Coursework 40% Exam	Semester B	Compulsory	Condonable
<a href="#">SDEC52</a>	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable

**\*Level 4 semester imbalance has been approved**

#### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PSED90</a>	Work-based Learning: Physical Education	20	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">SCPD02</a>	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PSED01</a>	Physical Education Through the Environment	20	100% Coursework	Semester A	Compulsory	Condonable

<a href="#">PSED02</a>	Pedagogy and Performance in Physical Education	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">PSED03</a>	Planning and Assessment Through Physical Activity	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">SCPD05</a>	Learning Theory and the Learner	20	100% Coursework	Semester A	Compulsory	Condonable

### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">SHSHP1</a>	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
<a href="#">PSEH01</a>	Pedagogy in Practice	20	100% Coursework	Semester A	Compulsory	Condonable
<a href="#">PSEH02</a>	Thematic Learning in Education	20	100% Coursework	Semester A	Optional	Condonable
<a href="#">PSEH03</a>	Diversity in Physical Education	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<a href="#">SDEH53</a>	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable
<a href="#">SCPH02</a>	Coaching Children in Sport	20	60% Coursework 40% Practical	Semester B	Optional	Condonable
<a href="#">SDEH51</a>	Inclusive Coaching in Sport and Physical Activity	20	50% Coursework 50% Practical	Semester A	Optional	Condonable

Key: Semester X = A & B

### Part Time

#### Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
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<b>PSEC03</b>	Becoming a Sports Coach or Physical Education Teacher ( <i>Immersive module</i> )	20	100% Coursework	Semester A Immersive	Compulsory	Condonable
<b>SDEC52</b>	Foundations in Sport Development	20	100% Coursework	Semester A	Compulsory	Condonable
<b>SCPC01</b>	Coaching & Teaching: Process & Practice	20	100% Coursework	Semester X	Compulsory	Condonable

#### Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<b>PSEC01</b>	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<b>PSEC04</b>	Sport Science Principles of Growth & Development	20	100% Coursework	Semester B	Compulsory	Condonable
<b>SCPC02</b>	International Studies in Sport & PE	20	60% Coursework 40% Exam	Semester B	Compulsory	Condonable

#### Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
<b>PSED90</b>	Work Based Learning: Physical Education	20	100% Coursework	Semester X	Compulsory	Non-Condonable
<b>SCPD05</b>	Learning Theory & The Learner	20	100% Coursework	Semester A	Compulsory	Condonable
<b>PSED02</b>	Pedagogy and Performance in Physical Education	20	100% Coursework	Semester B	Compulsory	Condonable

#### Level 5 – Year 4

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
<b>SCPD02</b>	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable
<b>PSED01</b>	Physical Education through the Environment	20	100% Coursework	Semester A	Compulsory	Condonable
<b>PSED03</b>	Planning and Assessment through Physical Activity	20	100% Coursework	Semester B	Compulsory	Condonable

### Level 6 – Year 5

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Semester/ Term</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
<b>PSEH03</b>	Diversity in Physical Activity	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable
<b>PSEH01</b>	Pedagogy in Practice	20	100% Coursework	Semester A	Compulsory	Condonable
<b>SDEH51</b>	Inclusive Coaching in Sport & Physical Activity	20	50% Coursework 50% Practical	Semester A	Optional	Condonable
<b>SCPH02</b>	Coaching Children in Sport	20	60% Coursework 40% Practical	Semester B	Optional	Condonable

## Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PSEH02	Thematic Learning in Education	20	100% Coursework	Semester A	Optional	Condonable
SDEH53	Leadership, Management and Mentoring in Sport	20	100% Coursework	Semester A	Optional	Condonable
SHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

Key:

\* Students must select one from the 2 module options given

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- A definitive module descriptor is required for each module

## 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

## 12. Professional Advisory Group

An education Professional Advisory Group provides valuable guidance regarding the on-going development of QTS programmes and placement opportunities for students. Members of the Professional Advisory Group were consulted regarding this provision and some members are Alumni of the programme or employ Alumni within their organisations. The membership of the PAG will be reviewed on an on-going basis to ensure broad representation from industry.

## 13. Academic Progression Opportunities

Students with a BA Honours degree will have the opportunity to pursue Post Graduate education. Students may access University of St Mark and St John Post Graduate Certificate in Education and School Direct pathways, at either Primary or Secondary level; Masters level study; or MRes or PhD studentships. Many students on the programme have historically gone on to higher level study, notably teacher training with Marjon and other providers. Students will be made actively aware that post graduate progression is available within the context of lifelong learning and long- term relationships with the Alumni often results in further study in the future.

## 14. Employability and Career Progression Opportunities

Graduates of the programme will be equipped with the knowledge, skills and understanding to promote the development of young people in a variety of contexts. However, graduates with a BA (Hons) degree in Physical Education will have the knowledge and experience to apply for a Post Graduate Certificate in Education or pursue the School Direct pathway, either at Primary or Secondary level; both routes lead to Qualified Teacher Status.

Further immediate employment opportunities that would strengthen a PGCE or School Direct application include:

- working as a Teaching Assistant or a Higher Learning Teaching Assistant within the education

sector;

- Working as a PE Apprentice/Technician within the education sector;
- Working as a 'Sports Coach' within the education sector;
- Voluntary work which includes leadership and organisation of learning.

Other career opportunities might include:

- the Armed Forces,
- NHS activity coordinators,
- coaching, health promotion/ corporate fitness,
- leisure and recreation management,
- personal fitness training,
- sports information analyst,
- sports marketing and events management

## 15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

## 16. Student Feedback Mechanisms

The lecturing team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience. Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to



students and are discussed formally at SSLC.

- The Programme Team, and in particular the PAL use social media to engage with students online. This includes publicly visible information via a Facebook page and Twitter Feeds and via 'Private' groups, such as the Sport Development Awards night group, or student instigated groups so support students and communicate via a more informal platform.
- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

## **17. Other Stakeholder Feedback**

Employers and applied practice partners feedback via modules. For example the placement providers on work based learning provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams. Mentor training and reflection is an on-going strength of this BA programme, where placement schools are counselled to feedback, as are the students.

Graduates (Alumni) will remain connected via the social media platforms and will continue to contribute to the programme through placements, events, conferences, visits, field trips and lecture contributions which ensures placement school, charity (e.g. RNLI) and voluntary connections and engagement are maintained.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.