

Physical Education

Programme Information

2022.01, Approved

Overview

Programme Code	36670
Programme Title	Physical Education
Awarding Institution	Liverpool John Moores University
Programme Type	Degree

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	N/A
Alternative Exit	Certificate of Higher Education - CHE	Describe the basic essential elements of Physical Education Describe the basic essential elements of Physical Education Demonstrate knowledge and understanding in practical and theoretical aspects of Physical Education Demonstrate knowledge and understanding in practical and theoretical aspects of Physical Education Identify the importance of partnerships and networking in Physical Education Identify the importance of partnerships and networking in Physical Education Describe and discuss the relationship between Physical Education and other related disciplines (e.g. physical activity, health and wellbeing, and inclusion) Describe and discuss the relationship between Physical Education and other related disciplines (e.g. physical activity, health and wellbeing, and inclusion) Demonstrate personal performance in relevant academic and graduate skills and the organisation and delivery of practical activities Demonstrate personal performance in relevant academic and graduate skills and the organisation and delivery of practical activities Recognise how they develop as individuals through personal development planning and tutorial guidance and support Recognise how they develop as individuals through personal development planning and tutorial guidance and support

Alternative Exit	Diploma of Higher Education - DHE	In addition to the outcomes for CertHE: In addition to the outcomes for CertHE: Identify and analyse the structure within which Physical Education takes place and the policies that affect it. Plan and evaluate Physical Education projects using acknowledged and appropriate planning techniques Analyse and evaluate the role of the different agencies involved in Physical Education and youth sport Analyse the role that management processes play in the development of Physical Education Begin to formulate areas of specialism in the fields of Physical Education for example; physical literacy; primary Physical Education Analyse the wider context of Physical Education and its relationship to the management of people, processes and themselves Evaluate a range of leadership and personal development strategies. Identify and apply appropriate approaches to problem solving
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Alternate Award Names	
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Partner Name	Partnership Type
Portobello Institute	Franchised

External Benchmarks

Subject Benchmark Statement	UG-Events, Hospitality, Leisure, Sport and Tourism (2019)
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	February	Portobello Institute	3 Years
Full-Time, Face to Face	September	Portobello Institute	3 Years

Aims and Outcomes

Educational Aims of the Programme	The programme aims to develop individuals with a critical understanding of Physical Education, through theoretical, practical and work based learning experiences and will: Develop students' knowledge and understanding of physical education and pedagogy and develop students' ability to apply skills in a variety of educational contexts; Build upon students' existing academic skills in order to facilitate student development as a critically reflective, autonomous, lifelong learner; Facilitate students' development of employability and high-level transferable skills and attributes in order to prepare the student to be a confident, effective educational practitioner; Facilitate students' creative and critical enquiry in associated areas of study in Physical Education; Enhance students' appreciation of the importance and influence of Physical Education in lifelong participation in physical activity and sport; Encourage students to engage with the development of employability skills by completing a Self-Awareness Statement.
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Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate knowledge, understanding and application of teaching and learning concepts through, of and about, a range of physical activities and related theory.
PLO2	2	Critically reflect on the development of personal and professional skills in a Physical Education context.
PLO3	3	Understand how advanced pedagogical concepts can be utilised in school or community settings.
PLO4	4	A knowledge and understanding of the function and purposes of educational and sporting structures at a local, national and global level.
PLO5	5	Demonstrate competence in Information & Communication Technology skills and be able to use this within a variety of settings
PLO6	6	Gather, understand and critically evaluate primary and secondary evidence to support and develop theoretical and conceptual perspectives
PLO7	7	Evaluate the National Curriculum for PE and sport programmes/initiatives for young people.
PLO8	8	Evaluate and appropriately apply relevant theories and concepts that enable an understanding of the development of Physical Education in a social and cultural context.
PLO9	9	Evaluate a range of leadership and personal development strategies based on management of themselves and groups.
PLO10	10	Assist in the organisation and delivery of appropriate Physical Education activities and programmes, working with small groups under supervision
PLO11	11	Develop a competence in a chosen specialism (for example: Primary Physical Education or 14 - 19 Physical Education) and support this knowledge in a practical way.

PLO12	12	Appreciate the social, psychological, physiological, historical and philosophical influences of the development on young people through Physical Education.
PLO13	13	Develop practical and transferable skills which will facilitate interaction and co-operation with a range of people and provide leadership in a range of practical activities
PLO14	14	Develop an ability to effectively co-ordinate and manage a variety and range of inputs to a successful Physical Education programme.
PLO15	15	Work independently, co-operatively and critically using planning and time management skills.
PLO16	16	Demonstrate effective communication to audiences in written, graphical, technological and verbal forms.
PLO17	17	Understand the importance of inclusive Physical Education in establishing lifelong health related activity and personal development.
PLO18	18	Show an awareness of contemporary community issues related to Physical Education
PLO19	19	Appreciate the inclusive pedagogical approaches within Physical Education
PLO20	20	Show an awareness of research skills related to analysis and improvement of the performer in physical activities.
PLO21	21	Appreciate the work-based environment related to the Physical Education community.
PLO22	22	Appreciate the multi-disciplinary aspects related to PE through a range of options.
PLO23	23	Appreciate research methodology in current issues within Physical Education.

Course Structure

Programme Structure Description	All modules are core modules throughout level 4, 5 and 6
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Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4501SPOSCI Applied Pedagogy 1 Approved 2022.01 - 20 credit points	
[MODULE] 4502SPOSCI Contemporary Issues in Physical Education 1 Approved 2022.01 - 20 credit points	
[MODULE] 4503SPOSCI Personal and Professional Development Approved 2022.01 - 20 credit points	
[MODULE] 4504SPOSCI Physiology 1 Approved 2022.01 - 20 credit points	
[MODULE] 4505SPOSCI Psychology 1 Approved 2022.01 - 20 credit points	
[MODULE] 4506SPOSCI Skill Acquisition 1 Approved 2022.01 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5501SPOSCI Applied Pedagogy 2 Approved 2022.01 - 20 credit points	
[MODULE] 5502SPOSCI Contemporary Issues in PE 2 Approved 2022.01 - 20 credit points	
[MODULE] 5503SPOSCI Personal and Professional Development 2 Approved 2022.01 - 20 credit points	
[MODULE] 5504SPOSCI Physical Education Teacher Education 1 Approved 2022.01 - 20 credit points	
[MODULE] 5505SPOSCI Research Design Approved 2022.01 - 20 credit points	
[MODULE] 5506SPOSCI Skill Acquisition 2 Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6501SPOSCI Contemporary Issues in PE 3 Approved 2022.01 - 20 credit points	
[MODULE] 6502SPOSCI Make it Happen – Project Plan Approved 2022.01 - 10 credit points	
[MODULE] 6503SPOSCI Make it Happen – Project Implementation Approved 2022.01 - 10 credit points	
[MODULE] 6504SPOSCI Research Project Approved 2022.01 - 40 credit points	
[MODULE] 6505SPOSCI Applied Pedagogy 3 Approved 2022.01 - 20 credit points	
[MODULE] 6506SPOSCI Physical Education Teacher Education 2 Approved 2022.01 - 20 credit points	

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows: Acquisition of knowledge and understanding is gained through a range of teaching and learning approaches that will be used depending on the nature of the subject matter, the student learning experience and the level of study. Students will be taught in a range of different sized groups depending upon the nature of the activity. Physical Education practical's will cover a range of activities and will support the students in developing their own skills, competencies and abilities within each practical activity and teaching. This knowledge will be supplemented by more theoretically focused learning to ensure a rounded and comprehensive understanding of the subjects studied. Work Related Learning (WRL) will be used to bring real life experiences into the curriculum, and this will allow students a chance to either work with outside agencies in the community or schools or to work with real problems and case studies. Work Based Learning (WBL) forms an integral part of the programme and offers students the chance to engage in a placement of their choice and start to create their own connections and networks. Through Peer learning Groups (PLG), Personal Development Planning (PDP), WBL and dissertation, students get a chance to plan own goals and actions and become pro-active in moving themselves towards their future career. Tutorial support is given on all modules through a variety of processes and support is also offered through the personal tutor system Formal assessment of knowledge and understanding is through seen and unseen examinations, assessed coursework (such as essays, reports, and portfolios) and individual and group presentations. Projects are based in the main on individual research. Intellectual skills are promoted, practiced and developed through more active learning processes and a variety of teaching methods including case studies, work related learning opportunities, group work, reflection and at Level 6 through independent work in the dissertation and negotiated module. All modules in the programme emphasise student centred learning, involving students in task based activities followed by discussion, feedback and a wider application of the concepts. These skills will be built up on and developed as a student progresses through their programme of study. Guest lectures involve delivery of current initiatives and personal reflections of practitioners. All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials during induction week and alternative local and non-local sources. Guidance for the production of coursework-essays, oral presentations, dissertations, are provided at modular level. Criteria for assessment accompany individual assignments. Indicative and essential sources accompany course outlines. Feedback will be given to help students to appraise their own performance and development and personal tutor groups will be used as a peer support mechanism and a place to practice.</p>
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Opportunities for work related learning

Opportunities for work related learning
<p>At Portobello Institute we feel it is vitally important to enable students to gain as broad a range of employment related skills as possible. To that end, we ensure that work related learning (sometimes known as work placement) is an integral part of the course. Work Related Learning (WRL) not only provides an opportunity to gain first hand experience, it also provides students with valuable contacts and information regarding possible employment upon graduation. Work related learning is an integral part of the programme at Level 4 & 5 and 6. The student experience comprises of: Level 4: Personal and Professional Development (1). Level 5: Personal and Professional Development (2). Level 6: The 'Make it Happen' modules are 'project based' modules that are linked to WRL, though is not necessarily a placement. However, the students will learn valuable employability skills in their chosen organisational type. Within the modules 6504SPOSCI and 6503SPOSCI: students have the opportunity to complete projects n issues related to physical education and sport, there will be opportunities for students to collect data from the 'workplace' for example: schools and the community. The Faculty Work Related Unit's focus includes arranging and supporting all the Faculty's student work placements within business and school settings ensuring that the requirements for students are met. The programme team and the WRL co-ordinator for the programme works closely with the Faculty team in terms of placing and supporting students. All administration is successfully managed in the Work Related Learning Unit which provides support for all work related learning activity in the Faculty. The Employability Co-ordinator for the Programme liaises with the Work Related Learning Unit at key times throughout the year. Garda Vetting applications are required to be completed by all students. Information about Garda Vetting application procedures is provided to students at induction and available via ePortobello. If a student is unsuccessful in attaining Garda Vetting, they can still complete the programme and placement experience however they will be limited in the type of placement they are eligible. The Academic Manager, Head of Quality and Module Lead are jointly responsible for the communication and support process for students under these circumstances.</p>

Entry Requirements

Type	Description
Alternative qualifications considered	Non-Irish/UK students will be required to demonstrate command of English at IELTS 6.0 level (minimum score of 5.5 in all categories) or equivalent qualification. Candidates may be required to be interviewed (Skype) after formal application.

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name

Ceriann Magill