

Overview

Programme Code	36807
Programme Title	Physical Education
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Science with Honours - BSH	See Learning Outcomes Below
Recruitable Target	Bachelor of Science with Honours (SW) - SBSH	See Learning Outcomes Below
Alternative Exit	Diploma of Higher Education - DHE	<p>In addition to the outcomes for CertHE: Explain and evaluate principles, concepts and appropriate theories used within Physical Education. Develop personal and professional practice with engagement in work-based learning and work-related environments. Develop effective and inclusive Physical Education environments using appropriate planning, assessment and classroom management strategies that are applicable to a range of age groups. Reflect on academic, personal, and professional development and practice. Explain qualitative and quantitative research approaches and methods as applied to the field of Physical Education. Explain and evaluate the principal concepts, theories and measurement techniques within physiology, biomechanics or psycho-social disciplines in a Physical Education and Sport and Exercise Science context. Explain the principal concepts and theories and conduct analytical techniques within research methods in a sport and exercise science context. Reflect upon and develop personal and professional skills and self-awareness in the context of fundamental employability skills. Communicate information, ideas, problems and solutions in Physical Education and sport and exercise to different audiences. Work independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity. Take responsibility for their own learning and continuing personal and professional development through self-appraisal and reflection. Work and act responsibly, safely, and ethically in Physical Education and Sport and Exercise Science contexts. Reflect on the role that each individual plays in shaping the landscape of Physical Education and the contribution that we can make to transforming our own and other people's experience(s).</p>
Alternative Exit	Bachelor of Science (SW) - SBS	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>

Alternative Exit	Certificate of Higher Education - CHE	<p>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. Apply theoretical and practical principles of Physical Education through work-related and contextualised learning environments. Apply theoretical and practical principles of Physical Education through work-related and contextualised learning environments. Apply reflective practices to personal, professional, and academic development. Apply reflective practices to personal, professional, and academic development. Identify the relationship between Physical Education and related disciplines. Identify the relationship between Physical Education and related disciplines. Identify the key anatomy, physiology, biomechanics and psycho-social concepts relevant to Physical Education Sport and Exercise Sciences contexts. Identify the key anatomy, physiology, biomechanics and psycho-social concepts relevant to Physical Education Sport and Exercise Sciences contexts. Identify the key theories and techniques within research methods in sport and exercise science contexts. Identify the key theories and techniques within research methods in sport and exercise science contexts. Explore and develop personal and professional skills in the context of fundamental employability skills. Explore and develop personal and professional skills in the context of fundamental employability skills. Communicate basic information, ideas, problems and solutions in sport and exercise. Communicate basic information, ideas, problems and solutions in sport and exercise. Work independently and with others, recognising and respecting the values of equality and diversity. Work independently and with others, recognising and respecting the values of equality and diversity. Identify learning and continuing personal and professional development needs through self-appraisal. Identify learning and continuing personal and professional development needs through self-appraisal. Identify how to work and act responsibly, safely, and ethically in Physical Education and Sport and Exercise Science contexts. Identify how to work and act responsibly, safely, and ethically in Physical Education and Sport and Exercise Science contexts. Identify how factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, impact within society, and how these contribute to experiences in Physical Education and Sport and Exercise Science. Identify how factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, impact within society, and how these contribute to experiences in Physical Education and Sport and Exercise Science.</p>
Alternative Exit	Bachelor of Science - BS	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>

Alternate Award Names	
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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
Part-Time, Distance Learning	September	LJMU Taught	3 Year

Aims and Outcomes

Educational Aims of the Programme

Provide an honours-level multidisciplinary study across Physical Education that is in line with professional body requirements. Develop scientific thinking and practice in relation to using and undertaking empirical research in the context of Physical Education and prepare students for further academic study within the field. Ensure graduates are aware of issues related to professional conduct, ethics, and performance in relation to Physical Education and prepare them for Postgraduate study in Physical Education. Develop students' critical appreciation of the importance and influence of Physical Education in the promotion of lifelong participation in physical activity and sport. Develop graduates with intellectual, transferable, scientific, and practical skills to make improvements to professional practice through Physical Education, exercise, and sport. Provide students with work-related learning opportunities, which enable them to develop their professional identities in a range of Physical Education related contexts and apply their skills in the world of work. Develop employability skills and mindset throughout the programme that are aligned to the LJMU Employability Strategy. Transform student employability skills, self-awareness, agency, and aspirations to be able to make a difference to professional practice through Physical Education, exercise, and sport. Provide opportunities for students to engage in peer-to-peer co-operative learning thereby cultivating and participating in communities of practice. Encourage an appreciation and reflection on how protected characteristics (such as ethnicity, gender, religion, sexuality, socioeconomic status), and intersections thereof, contribute to experiences in Physical Education and what action can be taken to promote a more equitable society. In addition to the aims for the main target award, the sandwich programme aims to provide students with an extended period of work experience at an approved partner that will complement their programme of study at LJMU. This will give the students the opportunity to develop professional skills relevant to their programme of study, as well as attitude and behaviours necessary for employment in a diverse and changing environment.

Learning Outcomes

Code	Description
PLO1	Demonstrate an advanced knowledge and understanding of, and effectively apply, pedagogical principles in and through Physical Education.

Code	Description
PLO2	Work effectively independently and with others, as both a team member and a leader, recognising and respecting the values of equality and diversity.
PLO3	Take responsibility for their own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts.
PLO4	Work and act responsibly, safely, and ethically as a Physical Education practitioner.
PLO5	Critically reflect on the concept of unearned advantages based on factors such as race, ethnicity, religion, gender, sexuality, disability, class, socioeconomic status, and citizenship, and intersections thereof, in the context of Physical Education and how we can act to promote a more equitable, diverse, and inclusive sector.
PLO6	Critically evaluate concepts, theories and policies related to Physical Education.
PLO7	Plan, design, execute and disseminate a sustained piece of independent intellectual work within the field of Physical Education.
PLO8	Critically reflect on personal and professional practice through engagement in work-based learning, work-related learning, and contextualised Physical Education environments.
PLO9	Apply and deliver advanced components of Physical Education to young people in inclusive contextualised Physical Education environments.
PLO10	Apply detailed knowledge of physiology, biomechanics or psycho-social concepts in a Physical Education and Sport and Exercise Science context.
PLO11	Apply a systematic understanding and detailed knowledge of research methods in a Physical Education context to effectively deploy the research process through the planning, production, analyses, and interpretation of investigations.
PLO12	Use employability skills to effectively navigate and contribute to a work-based context and develop a compelling onward plan.
PLO13	Communicate complex information, ideas, problems and solutions in Physical Education, sport and exercise to specialist and non-specialist audiences.

Programme Structure

Programme Structure Description

All modules at level 4 are core to ensure appropriate outcomes in relation to the programme are met. At Level 5 and 6 students have the opportunity to undertake 20 option credits which enable them to explore and develop personal areas of interest within the field. Study Abroad Students will be offered the opportunity of study abroad at Level 5. Students can choose either Option A or Option B unless they undertake the Sandwich Year, in which case Option B is not available: Option A: replacement of 60 credits of Level 5 with appropriate study abroad. The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5019SPS) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5. Option B: additional study year abroad following Level 5 The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module (5016SPS). The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5. Sandwich Year The placement year will follow Level 5 and students will be enrolled on a 480 credit honours sandwich programme and take the module 5205SPS (Sandwich Year-Physical Education). The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4091SPS Research Methods 1 Approved 2022.03 - 20 credit points	
[MODULE] 4092SPS Exercise Physiology 1 Approved 2022.03 - 20 credit points	
[MODULE] 4093SPS Psychosocial Principles of Sport and Exercise Approved 2022.05 - 20 credit points	
[MODULE] 4094SPS Human Movement Approved 2022.01 - 20 credit points	
[MODULE] 4201SPS Professional Practice in Physical Education 1 Approved 2022.01 - 20 credit points	
[MODULE] 4202SPS Learning in PE & Sport Contexts Approved 2022.03 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 100 credit points	CORE
[MODULE] 5091SPS Research Methods 2 Approved 2022.01 - 20 credit points	
[MODULE] 5201SPS Professional Practice in Physical Education 2 Approved 2022.01 - 20 credit points	
[MODULE] 5202SPS Learning in PE & Sport Contexts 2 Approved 2022.01 - 20 credit points	
[MODULE] 5203SPS Introduction to PE Teacher Education Approved 2022.01 - 20 credit points	
[MODULE] 5204SPS Physical Education in Action 1 Approved 2022.01 - 20 credit points	
Level 5 Optional - 20 credit points	OPTIONAL
[MODULE] 5092SPS Exercise Physiology 2 Approved 2022.01 - 20 credit points	
[MODULE] 5093SPS Sport and Performance Psychology Approved 2022.01 - 20 credit points	
[MODULE] 5094SPS Sport, Physical Education and Society Approved 2022.01 - 20 credit points	
Optional placement - 120 credit points	OPTIONAL
Placement Year - 120 credit points	OPTIONAL
[MODULE] 5205SPS Sandwich Year - Physical Education Approved 2022.01 - 120 credit points	
OR Study Abroad - 120 credit points	OPTIONAL

[MODULE] 5016SPS Study Year Abroad - Physical Education Approved 2022.01 - 120 credit points	
Optional Study Semester - 60 credit points	OPTIONAL
[MODULE] 5019SPS Study Semester Abroad - Physical Education Approved 2022.01 - 60 credit points	
Level 6 - 120 credit points	
Level 6 Core - 100 credit points	CORE
[MODULE] 6091SPS Major Project Approved 2022.01 - 40 credit points	
[MODULE] 6201SPS Physical Education in Action 2 Approved 2022.01 - 20 credit points	
[MODULE] 6202SPS Learning in PE and Sport Contexts 3 Approved 2022.01 - 20 credit points	
[MODULE] 6203SPS Applied Placement in Physical Education Approved 2022.01 - 20 credit points	
Level 6 Optional - 20 credit points	OPTIONAL
[MODULE] 6093SPS Strength and Conditioning Approved 2022.01 - 20 credit points	
[MODULE] 6094SPS Behaviour change Approved 2022.01 - 20 credit points	
[MODULE] 6095SPS Performance Analysis in Sport Approved 2022.01 - 20 credit points	
[MODULE] 6096SPS PE Teacher Education Approved 2022.01 - 20 credit points	
[MODULE] 6097SPS Interdisciplinary Coaching Science Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

Teaching and assessment on the programme is underpinned by a set of educational practices that have been shown to have most impact on student learning. This includes active learning strategies, use of formative feedback, collaborative and peer-to-peer learning, research-based teaching and use of authentic tasks. Such practices are weaved into the various teaching methods including lectures, workshops, practical activities, seminars and online activities. Certain aspects are foregrounded at different points throughout the programme. For example, at Level 4 collaborative learning, formative feedback and peer-to-peer learning are a focus to help with transition into the programme. Research informed teaching is a significant strength of the programme. A range of staff research outputs and live projects/applied work have supported the development of the curriculum and teaching on the programme. There are clear links between staff research activity and specific modules, particularly the Professional Practice in Physical Education in Action 1 and 2; Learning and Physical Education and Sport Contexts 1, 2 and 3 and Human Movement that draw on expert statements, systematic reviews and empirical papers that staff have published. Assessment on the programme is through a range of different methods including portfolios, reports/essays, examinations, presentations, reports, portfolios, poster presentations and a dissertation. These have been mapped to ensure that there is progression in terms of both the subject content and also the form of assessment. Therefore, feedback on a particular assessment will help students to develop their skills in order to enhance their work for a similar type of assessment in a subsequent module. Within the assessment methods identified a range of novel and authentic strategies are used by including case studies and empirical data collection. In 2021, an 'inclusive curricula team' was formed and this working group successfully secured internal funding to enable student interns to lead an audit of our programmes in relation to decolonising the curriculum, with the support from our academic team. We recognise that a colonial curriculum is an inaccurate curriculum, characterised by an unrepresentative, inaccessible, and privileged nature. Decolonising the curriculum is about being more accurate, more inclusive, and more interculturally responsive. Equity, diversity and inclusion (EDI) is an increasingly important focus for our School (the School also have Athena SWAN Bronze status). We recognise that to deeply embed EDI into the fabric of what we do, we need to focus our curricula. The curricula are, truly, the heart of our School and involves everyone, all our staff and students. As a project team, we agreed very quickly that this needs to be considered in three ways- i) what we teach, ii) how we teach and iii) how we assess. This process has both provided broader insights into issues around EDI within the curricula, both in relation to content and inclusive delivery. Outcomes from this have informed programme development and have led to the creation of a programme-level learning outcome. Furthermore, module teams have audited module content on EDI topics to ensure appropriate coverage of this theme including: (1) a diverse curriculum, (2) representation, (3) critical thinking, (4) discussing perspectives, (5) historical context, (6) bias in real world outcomes, (7) active learning, (8) EDI assessment. Ultimately, this has resulted in diversification of our module/programme design, delivery, and assessments.

Opportunities for work related learning

There is a strong work-related/work-based learning strand on the programme to support the development of employability skills and understanding of professional conduct in Physical Education. To that end, we ensure that work-related learning opportunities and work-based learning placements are an integral part of the course. There is a work-related learning module at Level 4 (4201SPS Professional Practice in Physical Education 1) whereby students are exposed to contextualised Physical Education experiences through engagement with education practitioners on-site to develop their professional skills. This culminates in a further two applied, work-based learning placements at Level 5 (5201SPS Professional Practice in Physical Education 2) and at Level 6 (6203SPS Applied Placement in Physical Education). These work-based learning placements not only provide students with the opportunity to gain first-hand experience in a Physical Education setting but also enable students to develop their professional identities and networks which informs their employment focus upon graduation. At level 5 students complete a work-based learning placement in either a primary or secondary environment. The focus of these placement experiences is to provide teaching support to classroom teachers with the view to leading whole class lessons by the end of the placement. At level 6, the focus of the module is for students to design and deliver a Physical Education related project in an appropriate education or community setting. As these modules are mandatory, every effort is made by the university to source opportunities. Self-sourcing is also considered, however, these placements must be quality assured. Placements are advertised to students on the VLE using Fact Files. During placement, students will have a named University Placement Tutor (UPT) to support learning and assessment on the modules. In addition, there is the option of a sandwich year following Level 5 of the programme, which offers the opportunity to undertake a year-long placement as part of the programme. There is a significant level of support for these activities from the Faculty Placement Learning Support Unit (PLSU) and Careers Team throughout the programme. At Level 4 the PLSU host sessions to discuss the sandwich year option and outline the general support provided by the Unit. At Level 5, they re-engage students with the option of the sandwich year and introduce the work placement. At Level 6, they release the Fact Files of placement opportunities and support allocation through formal student submissions (CV and cover letter). The support from the Careers Team is based on the Student Futures portfolio of activities that includes CVs, mock interviews and employability skill development.

Entry Requirements

Type	Description
BTECs	An appropriate National Diploma achieved with DDM in a science-related subject.
A levels	112 UCAS tariff points from at least one related subject.
International Baccalaureate	Acceptable on it's own and combined with other qualifications. 112 UCAS points from IB Diploma components.
Alternative qualifications considered	Applications should normally include GCSE (or equivalent) passes at grade C and above or 4 + on new GCSE structure in English Language, Maths and Science (Chemistry, Biology, Physics or science equivalent). Approved alternative qualifications: Key Skills Level 2 in English/ Maths; NVQ Level 2 Functional skills in Maths and English; Writing and or Reading Skills for Life Level 2 in Numeracy/English; Higher Diploma in Maths/ English; Functional skills level 2 in Maths/ English; Northern Ireland Essential Skills Level 2 in Communication or Application of Number; Wales Essential Skills Level 2 in Communication or Application of Number; Welsh GCSE in Maths or Welsh GCSE in Maths Numeracy.
Other international requirements	For undergraduate courses please apply through UCAS. Applicants will be considered in line with normal entry requirements. International applicants must possess a minimum IELTS (or equivalent) score of 6.0.

Extra Entry Requirements

