

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in Physical Education

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	H108
<b>JACS Code</b>	C620
<b>Programme Duration</b>	Full-Time: 4 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Hospitality, Leisure, Sport and Tourism (2008) Education Studies (2007)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours (Fnd) in Physical Education  Diploma of Higher Education (Fnd) in Physical Education  Certificate of Higher Education (Fnd) in Physical Education
<b>Programme Leader</b>	Emma Ball

## 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, skills and understanding of Physical Education and pedagogy and your ability to apply them in a variety of educational contexts;

Build upon students' existing academic skills in order to facilitate your development as a critically reflective, autonomous, lifelong learner;

Facilitate students' development of employability and high-level transferable skills and attributes in order to prepare you 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.

### Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

*A student who is eligible for this award will be able to:*

Describe the basic essential elements 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

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 competence in Information Communication Technology skills and be able to use this within Physical Education

Recognise how they develop as individuals through personal development planning and tutorial guidance and support

## **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

- 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

## **Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate knowledge, understanding and application of teaching and learning concepts through, of and about, a range of physical activities and related theory.
2. Appreciate the social, psychological, physiological, historical and philosophical influences of the development on young people through Physical Education.
3. Understand the importance of inclusive Physical Education in establishing lifelong health related activity and personal development.
4. Show an awareness of contemporary community issues related to Physical Education
5. Appreciate the inclusive pedagogical approaches within Physical Education
6. Show an awareness of research skills related to analysis and improvement of the performer in physical activities.
7. Appreciate the work-based environment related to the Physical Education community.
8. Appreciate the multi-disciplinary aspects related to PE through a range of options.
9. Appreciate research methodology in current issues within Physical Education.
10. Understand how leadership, management and enterprise can be developed in a Physical Education community environment
11. Critically reflect on the development of personal and professional skills in a Physical Education context.
12. Understand how advanced pedagogical concepts can be utilised in school or community settings.
13. A knowledge and understanding of the function and purposes of educational and sporting structures at a local, national and global level.
14. Demonstrate competence in Information & Communication Technology skills and be able to use this within a variety of settings
15. Gather, understand and critically evaluate primary and secondary evidence to support and develop theoretical and conceptual perspectives
16. Evaluate the National Curriculum for PE and sport programmes/initiatives for young people.
17. Evaluate and appropriately apply relevant theories and concepts that enable an understanding of the development of Physical Education in a social and cultural context.
18. Evaluate a range of leadership and personal development strategies based on management of themselves and groups.
19. Demonstrate a rational, imaginative and logical approach towards the skill of thinking through solutions to challenges of understanding the development of PE and youth sport.
20. Identify the importance of partnerships and networking in Physical Education
21. Assist in the organisation and delivery of appropriate Physical Education activities and programmes, working

with small groups under supervision

22. Identify how policies influence practice in Physical Education.
23. 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.
24. Identify and critically appraise the range of employment and career pathways that are available within the area of Physical Education and the community.
25. 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
26. Develop an ability to effectively co-ordinate and manage a variety and range of inputs to a successful Physical Education programme.
27. Demonstrate the use of a range of key skills in a variety of contexts.
28. Evaluate own and others' performance through appraisal and reflection.
29. Work effectively and creatively as a member of a team to achieve agreed objectives.
30. Consider and solve problems effectively and efficiently.
31. Work independently, co-operatively and critically using planning and time management skills.
32. Demonstrate effective communication to audiences in written, graphical, technological and verbal forms.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

The acquisition of the learning outcomes will be 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. All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials in the library and alternative local and non-local sources. Students will be taught in a range of different sized groups depending upon the nature of the activity. A range of methods will be employed to help students to develop knowledge and skills which will be progressively developed through the programme. Group work is encouraged through task based activities and discussions. Physical Education practicals 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. At levels 4 and 5 the focus is on developing key transferable skills supported by students' Personal Development Planning modules. Effective communication is assessed through all areas of learners work. Students are encouraged to identify their strengths and weaknesses through PDP and set appropriate goals and strategies for achievement. At level six assessment of the attainment of transferable skills is undertaken both explicitly within the assessment criteria of relevant modules (ECIS) and implicitly through the successful completion of the Dissertation.

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.

Option choices enable students to start to design their own curriculum and match their employment needs and desires with their university study.

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. Deadlines across the modules on the programme are monitored carefully to minimise bunching and promote effective time management.

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. Assessment guidance is provided at modular level. Criteria for assessment accompany individual assignments. Indicative and essential sources accompany course outlines.

Oral and written 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.

## Programme structure - programme rules and modules

At level 5 students select one option module from a choice of two. Students select one option modules at level 6 (also from two). They may choose the option that progresses from level 5, though they can also choose a different option, thus allowing the freedom of choice. Students will have the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study year abroad programme. Of those 600 credits, 120 will be taken via a Level 5

study year abroad module [5310SSLN: Study Year Abroad - Physical Education]. 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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6301SSLN Make it Happen - Project Plan (10 credits) 6302SSLN Applied Pedagogy 3 (20 credits) 6303SSLN Research Project (40 credits) 6307SSLN Contemporary Issues in Physical Education 3 (20 credits) 6309SSLN Make it Happen - Project Implementation (10 credits)	6306SSLN Physical Education Teacher Education 2 (20 credits) 6312SSLN Scientific Principles of PE 2 (20 credits)	100 core credits at level 6 20 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5301SSLN Personal and Professional Development 2 (20 credits) 5302SSLN Applied Pedagogy 2 (20 credits) 5304SSLN Research Design (20 credits) 5307SSLN Contemporary Issues in Physical Education 2 (20 credits) 5309SSLN Skill Acquisition 2 (20 credits)	5306SSLN Physical Education Teacher Education 1 (20 credits) 5311SSLN Scientific Principles of PE 1 (20 credits)	100 core credits at level 5 20 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4301SSLN Personal and Professional Development 1 (20 credits) 4304SSLN Psychology 1 (20 credits) 4306SSLN Contemporary Issues in Physical Education 1 (20 credits) 4307SSLN Physiology 1 (20 credits) 4308SSLN Applied Pedagogy 1 (20 credits) 4309SSLN Introduction to Skill Acquisition (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3001SPS Skills and Practice in Sport (20 credits) 3002SPS Health and Wellbeing (20 credits) 3003SPS Practical Delivery in Sport (20 credits) 3004SPS Behaviours in Sport and Physical Activity (20 credits) 3005SPS Human Anatomy and Physiology (20 credits)		120 core credits at level 3 0 option credits at level 3

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Here at LJMU 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. 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: 4301SSLN: Personal and Professional Development (1).

Level 5: 5301SSLN: Personal and Professional Development (2).

Level 6: The 'Make it Happen' modules (6301SSLN and 6309SSLN) 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 Research Module 6303SSLN: Research Project, an 8000-9000 word dissertation on issues related to physical education and sport, there will be opportunities for students to collect data from the 'work place' for example: schools and the community.

The Faculty Work Related Unit's main focus includes arranging and supporting all of the Faculty's student work placements within business and school and ensuring that the requirements for students are met. The programme team and in particular 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 time throughout the year.

## Criteria for admission

### A/AS Level

UCAS Tariff Points Required: 64

NB: Tariff points may differ for International Baccalaureate qualifications.

Requirements: 64 UCAS points from A2 (6 unit) or 12 unit awards from a minimum of 18 units (any combination of VCE units/A level units).

Is General Studies acceptable?: Yes

Are AS level awards acceptable?: Acceptable only when combined with other qualifications

AS Double Award: Acceptable

### BTEC National Diploma

BTEC Certificate:

Acceptability: Acceptable only when combined with other qualifications

BTEC 90-credit Diploma:

Acceptability: Yes

Grades/subjects required: equivalent to 64 points

BTEC Diploma (QCF):

Acceptability: Acceptable on its own

BTEC Extended Diploma (QCF):

Acceptability: Acceptable on its own

Grades/subjects required: Equivalent to 64 points from a subject-related BTEC

BTEC Level 3:

Acceptability: Acceptable on its own and combined with other qualifications

#### **Irish Leaving Certificate**

Acceptability: Acceptable on its own and combined with other qualifications

Grades/subjects required: 64 points from Higher level

#### **Scottish Higher**

Acceptability: Advanced Higher - acceptable on its own and combined with other qualifications

Grades/subjects required: 64 points at Higher level/Advanced level

#### **International Baccalaureate**

Acceptability: Acceptable on its own and combined with other qualifications

Additional Information: 64 points

#### **Access**

Additional Information: 64 points

#### **Other**

Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or above, or equivalent..

#### **Mature entry**

Mature applicants with sufficient relevant experience will be invited to attend interview.

#### **Overseas qualifications**

For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirement. International applicants must possess a minimum IELTS (or equivalent) score of 6.0 overall with a minimum of 5.5 in each element.

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **Please note:**

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*