

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Physical Education

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	4K59
JACS Code	C620
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Hospitality, Leisure, Sport and Tourism (2008) Education Studies (2007)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Physical Education Diploma of Higher Education in Physical Education Certificate of Higher Education in Physical Education
Programme Leader	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 by completing a Self-Awareness Statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

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

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

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

Target award Learning Outcomes - Bachelor of Arts with Honours

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:

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 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.

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

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.

Intellectual skills are assessed throughout the programme in unseen and seen examinations, coursework for example case studies, essays, individual and group presentations.

All students receive initial generic and module specific guidance and specialist induction on the identification and use of multimedia materials in the LRC 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.

Programme structure - programme rules and modules

At level 5 students select 1 option modules from a choice of 2. Students select 1 option module at level 6 (also from 2). They may choose the option that progresses from level 5, though they can also choose a different option, thus allowing the freedom of choice.

ADDITIONAL STUDY YEAR ABROAD FOLLOWING LEVEL 5

Students will have the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study year abroad programme. Of those 480 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
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

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, a 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 times throughout the year.

Criteria for admission

A/AS Level

UCAS Tariff points required: 112

Subject specific requirements: 112 UCAS tariff points from A2 (6 unit awards) or 12 unit awards from a minimum of 18 units (any combination of VCE units/A level units), one must be subject-related. A minimum of 92 points must come from A2 units.

Candidates are expected to hold a minimum of 5 GCSEs (or equivalent) at grade C or above including GCSE maths and English C and above (or equivalent).

Is General Studies acceptable?: No.

Are AS level awards acceptable?: acceptable only when combined with other qualifications, 20 points can be taken in the tariff

AS Double Award: Not acceptable.

BTEC National Diploma

BTEC Certificate: acceptable only when combined with other qualifications.

BTEC 90 Credit Diploma: Acceptable only when combined with other qualifications. Grades/subjects required: equivalent to 112 points.

BTEC Diploma (QCF): Acceptable on its own and combined with other qualifications.

BTEC Extended Diploma (QCF): Acceptable on its own and combined with other qualifications. Grades/subjects required: equivalent to 112 points from a subject-related BTEC (inclusive of Sport; Health and Public Services are accepted).

BTEC Level 3 in Children's Play, Learning & Development: Acceptable on its own and combined with other qualifications.

Irish Leaving Certificate

Acceptable on its own and combined with other qualifications.

Grades/subjects required: 112 points from 5 subjects at higher level.

Scottish Higher

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

112 points from 5 subjects, 3 of which must be at an Advanced level.

International Baccalaureate

Acceptable on its own and combined with other qualifications.

Additional information: 112 points.

Access

Merit in relevant course

Other

Prior to starting the programme, applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualifications.

Mature entry

Enquiries are encouraged from students from non standard academic backgrounds who can demonstrate motivation and potential to complete their chosen programme of study. Mature students are encouraged to apply early in order that proper consideration and academic guidance can be given.

Overseas qualifications

For undergraduate course please apply through UCAS, applicants will be considered in line with normal entry requirements. International students must possess a minimum IELTS (or equivalent) score of 6.0.

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

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.