

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	BA (Hons) Physical Education
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	UCFB – Etihad (Manchester) and Wembley (London)
Faculty	Design, Media & Management
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Subject Benchmark Statement(s)	QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008)
UCAS Code	C602
Course Code(s)	BS1PED1F BS1PED1FW
Mode of Delivery	Full Time
Length of Study	3 years
Number of Intakes	1 - September
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	n/a
Month and Year valid from	01 September 2016
Publication & Revision Dates	01 September 2016

Programme Introduction

This degree responds to the changing demands of physical education, combining both the practical and theoretical study of the techniques and skills involved in the teaching and learning of sport. Students will develop the essential practical, organisational and self-reflective capabilities they need to be an effective sports leader and educator.

Students will fully explore the fundamentals of physical education and youth sport, including applied practical skills, child development, pedagogical skills, sport policy and practice, performance and analysis. Practical and academic studies analyse the effects of exercise on the body and a range of physical activities experienced at all levels, from elite athletes through to children.

This degree programme provides the transferable skills required to work in either the public, private or voluntary sectors. Through our unique Complementary Curriculum, students will also have the opportunity to gain National Governing Body qualifications in a variety of sports. Opportunities to

apply for work experience exist within local schools and colleges, sports clubs and societies, and community groups, to enable the development of practical skills and teaching capabilities.

Students will explore the national curriculum at primary and secondary school level and be involved in the full range of practical areas; major games, swimming, athletics, gymnastics, dance and outdoor and adventurous activities so that they will have a complete background to move onto PGCE teacher training or be a community sports leader if they so wish. The programme will also consider key youth sports issues such as the Olympic and Commonwealth Games sporting legacies, increasing sports participation, the obesity crisis and the need to promote physically active lifestyles.

Distinguishing Features of the Programme

This award would be the first choice for students who would like to work in physical education teaching or the health and fitness industries. Students should be driven by sport and exercise interests. The student will be supported through selected qualifications as well as an understanding in the science of physical exercise, teaching and coaching and will be given opportunities to teach and train individuals and groups within a variety of settings. They will gain sound knowledge of teaching skills, coaching, identifying talent, analysing performance and high performance training. The Complementary Curriculum will provide opportunities to enhance employability through industry-based qualifications e.g. CYQ Fitness Instruction, Performance Analysis, FA Level 1 and FA Level 2 certificates and multi-sports qualifications. There are a range of guest speakers and guest coaches from across the professional sports and physical exercise field that will feature in the students' specific complimentary curriculum. UCFB is an accredited First for Sport Centre and can deliver a range of sporting qualifications.

Year 1 aims to develop students' academic and professional skills with a focus on physical exercise, pedagogy and teaching. There is a focus on individual development and reflection which is evident in assessments. Year 1 students are supported by the Complementary Curriculum which brings students into contact with industry guest speakers, teachers and coaches. Assessments in Year 2 will build knowledge in pupil management and develop employability skills and behaviours. The Year 2 Complementary Curriculum provides opportunities to gain further industry qualifications what will allow the students to gain paid work in local health and sports clubs. The assessment regime and weightings in Year 3 place an emphasis on individual academic and developed teaching competencies.

The core academic curriculum is directly related to the student tuition fees. The Complementary Curriculum is an 'added value' provision to the paid element of the degree programme. Opportunities to increase employability will be provided through masterclasses, industry workshops, and the Executive Guest Speaker Programme. The Executive Guest Speaker programme is designed to expose students to career insights from successful industry professionals and to provide students with networking opportunities. This balanced and tailored approach to learning enhancement provides an award that is fit for purpose.

Distinguishing Features

- Professional sport business environment in two world class stadia campus locations
- Industry guest lecturers and wider networking opportunities
- Unique Complementary Curriculum to enhance learning and understanding
- Dedicated Employability & Enrichment team for opportunities to apply for unique work experiences and internships

Admission Requirements

The programme seeks to recruit students from diverse educational and social backgrounds who demonstrate both the ability and motivation to benefit from the programme. The programme welcomes applications from those with a wide variety of educational qualifications and will consider on merit applicants with no formal qualifications.

The standard entry requirements for the programme are as follows:

- **Entry qualifications (GCSE's, A' Levels etc.)**

All applicants should hold a minimum of GCSE grades A*-C in Maths and English.

Applicants will be permitted to count UCAS points from any qualifications on the UCAS Tariff point scale, provided that they achieve at least two C graded A levels or equivalent (e.g. Merit grades in a BTEC National) as part of their qualifications.

Applicants sitting an IB will be asked to achieve 28 points overall.

Applicants who do not meet these minimum requirements may be permitted to attend an Assessment Day.

- **DBS check**

All applicants are subject to DBS checks prior to the start of the course.

- **Non-academic entry requirements (interview, portfolio, audition)**

An Assessment Day will be used for applicants who demonstrate potential but do not meet the minimum offer requirements. The Assessment Day comprises a Literacy test, Numeracy test and an academic lead interview.

All applicants will be provided with an opportunity at the Assessment Day to meet and discuss their suitability for the programme with the academic team. All applicants are also provided with information relating to student services, with whom they can make contact, should they require additional support or advice as well as information related to appropriate bursaries and funds.

- **UCAS points**

Applicants will be asked to achieve 240 UCAS points overall for 2016.

Following research into similar level programmes and their entry requirements, UCFB will request 260 UCAS points from 2017 onwards (106 UCAS points under the newly revised UCAS points scheme)

- **IELTS**

Applicants from non-majority English speaking countries will be asked for a English qualification which tests Speaking, Listening, Reading and Writing and will be asked to achieve IELTS 6.0 overall.

In cases where an applicant does not require a Tier-4 visa, equivalent English tests may be accepted.

- **Knowledge and Skills**

Applicants should demonstrate a clear interest in their chosen subject and be able to rationalise clearly why they have selected this programme of study along with an ability to study and thrive in an academic environment. This will be assessed primarily through their personal statement and reference and may be explored further through an interview (if required).

Employability Statement / Career Prospects

This degree responds to the changing demands of physical education, combining both the practical and theoretical study of the techniques and skills involved in the teaching and learning of sport. Students will learn the skills to be an effective sports leader, and can aspire to career opportunities in roles including sports coach, teaching assistant, nutritionist and sports teacher.

UCFB's unique personal development programme monitors each student throughout the three years. It means we get to know each student's needs and expectations. This ties in with students' career development, ultimately leading to them finding the right place in the football and sport business. For those who wish to extend their studies at the end of their degree, opportunities to study at Masters Level will be encouraged.

Professional Statutory and Regulatory Body Accreditation

n/a

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Prepare students for coaching roles in schools, extracurricular programmes and community groups.
- Prepare students for postgraduate study leading to Qualified Teacher Status.
- Provide students with knowledge and understanding of the external context in which physical education takes place.
- Provide students with knowledge and understanding of the key roles and responsibilities of those working with children and young people.
- Develop students' understanding of teaching, learning and assessment in physical education and youth sport.
- Enable students to confidently apply theory to the planning and delivery of coaching sessions for children and young people.
- Enable students to develop practical coaching skills.
- Utilize distinctive delivery locations and professional relationships to provide students with unrivalled opportunities to engage with industry throughout the programme.

Programme Learning Outcomes

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons), a graduate, will be able to demonstrate the achievement of the following learning outcomes:

Programme Learning Outcomes to Individual Modules				
K	Knowledge and Understanding	Core modules (code) Level 4	Core modules (code) Level 5	Core modules (code) Level 6
K1	Analyse and apply the physical development of young people and the contribution of sport, exercise and movement to their development	FB470 FB450 FB453 FB456	FB554 FB561 FB574	FB657 FB669 FB670
K2	Critically analyse the impact of government policy on sport and physical education	FB470 FB450	FB554 FB574	FB670 FB699
K3	Demonstrate an in-depth knowledge of the National Curriculum for physical education	FB470 FB450	FB554 FB574	FB670 FB699
K4	Appraise the role of health professionals in supporting the health and wellbeing of young people	FB453 FB456	FB554 FB561 FB574	FB657 FB669 FB670
K5	Evaluate the relationship between nutrition, exercise and wellbeing	FB450 FB453 FB456	FB554	FB669 FB670
K6	Analyse the key attributes of a range of sports and athletic activities	FB450 FB456	FB554 FB561	FB669 FB699
K7	Evaluate legal and ethical frameworks applicable to working with children and young people	FB470 FB450	FB554 FB574	FB669 FB670
K8	Evaluate core coaching concepts and their application in different sport, exercise and movement settings for children and young people	FB470 FB450 FB456	FB554 FB574	FB657 FB669 FB670
K9	Evaluate concepts of talent identification and development	FB456	FB561	FB657 FB669
C	Intellectual/Cognitive Skills			
C2*	Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions to a problem.			FB699
C3*	Demonstrate independent research, making use of scholarly reviews and primary sources.			FB699
P	Practical Skills			
P1	Apply relevant legislation and ethical frameworks to the planning and delivery of coaching sessions for children and young people.	FB450 FB456	FB554 FB561 FB574	FB669 FB670

P2	Select, justify and apply relevant coaching concepts to the planning and delivery of coaching sessions involving different forms of sport, exercise and movement.	FB450 FB453 FB456	FB554 FB561	FB657 FB669 FB670
P3	Demonstrate competent coaching skills and techniques in a range of sport, exercise and movement activities.	FB453 FB456	FB561	FB657 FB669
P4	Effectively manage group and individual behaviours to enable effective delivery of coaching sessions.	FB450 FB456	FB561 FB574	FB657 FB669
T	Key/Transferable Skills			
T1	Engage in critical thinking, analysis, synthesis and decision making	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670
T2	Communicate information clearly and coherently in a range of forms relevant to intended audiences	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670
T3	Work harmoniously and productively with others to achieve shared outcomes	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670
T4	Manage time effectively in order to meet deadlines and achieve performance targets	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670
T5	Identify, access, evaluate and apply electronic resources to address problems and questions	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670
T6	Collect, analyse, interpret and apply numerical data using relevant software packages and presentation methods.	FB470 FB450 FB453 FB456	FB554 FB561 FB550 FB574	FB657 FB699 FB669 FB670

Please list here modules identified as being non-compensable (when a learning outcome is only met by one module or is the dissertation or equivalent) if applicable:

- Research Project

On successful completion of Level 6 BA Ordinary,

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a *.

The above learning outcomes will be demonstrated by the achievement of the 120 credits listed at Level 4 for this programme plus the 120 credits listed at Level 5 for this programme and 60 credits at Level 6 (excluding the dissertation or equivalent).

On successful completion of Level 5 DipHE, a graduate, will be able to demonstrate the achievement of the following learning outcomes:

- Demonstrate knowledge and a critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- Demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- Analyse the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- Demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;
- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

The above learning outcomes will be demonstrated by the achievement of the 120 credits listed at Level 4 for this programme and the 120 credits listed at Level 5 for this programme.

On successful completion of Level 4 CertHE, a graduate, will be able to demonstrate the achievement of the following learning outcomes:

- Demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study;
- Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;

The above learning outcomes will be demonstrated by the achievement of the 120 credits listed at Level 4 for this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

This programme is delivered at World class sporting venue(s), providing first class facilities in a professional environment reflective of that in which students aspire to work. Being located in such venues gives students regular opportunities to apply their learning and to observe the relevance of the programme to professional practice.

A diverse range of learning and teaching approaches are used as appropriate to each module. Across the programme students benefit from regular contact through lectures, seminars, workshops, tutorials and practical sessions. In addition to timetabled classes for each module, students will also attend a weekly personal tutorial session. Some of these tutorial meetings will be conducted in a group, with others conducted one-to-one contact with a tutor. Proactive use of the VLE and mobile technologies engages students with the broader knowledge base upon which the programme is built. Integration of theory and practice is consistently emphasised to support authentic learning, wherever possible

utilizing problem-based approaches, live case studies, and coaching sessions. 'Complementary Curriculum' also enhances understanding and skills development, through for example high profile guest speakers and industry visits that reinforce the interdisciplinary nature of the profession. Students also have access to National Governing Body qualifications including; FA Level 1, FA Level 2, Youth Coaches Award, UEFA B License, Pro Zone Level 1, Pro Zone Level 2.

Students participate in an induction programme which includes introductions to key academic and support staff, the structure and delivery of the programme, training in the use of the VLE, introductions to learning resources and skills support, and a range of familiarization activities. Induction also enables students to meet the other members of their programme and to learn about extra-curricular opportunities.

Each module has a VLE site, which provides support for module-level learning, links to further resources, and information relating to directed and self-directed study.

How will students be assessed?

A range of assessment types are used across the programme, as appropriate to each module to engage students across the range of intellectual and professional knowledge and skill areas expressed in the programme learning outcomes. Assessment is predominantly continuous, employing items such as academic essays, reports, case study analyses, presentations, client challenges, portfolios, reflective writing as well as practically-oriented items such as the production of coaching plans. Applied assessment tasks are used as far as possible to enable students to link theory with practice, thereby assessing knowledge and understanding alongside subject-specific skills and key skills. Collaborative working is incorporated where appropriate to enable students to engage in projects of a scale and/or complexity greater than would be achievable individually.

Collaborative working also reflects the professional context and supports development of skills for example in communication, negotiation, leadership, and project management. Multiple opportunities are provided for students to benefit from formative feedback from both tutors and peers, for example through class discussions, informal presentations and submission of draft work.

Work-Based / Placement Learning

Not applicable

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Physical Education							
Course Code		BS1PED1F, BS1PED1FW							
Mode of Study		FT							
Credit Value		UK	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	

Level 4									
FB456	Games and Athletic Activities	4	1	C	30		40%	60%	1
FB470	Sport Pedagogy and Skill Acquisition	4	1	C	30		100%		1
FB450	Assessment and Curriculum Design	4	1	C	30		50%	50%	2
FB453	Fundamental sports science within Physical Education	4	1	C	30			100%	2
Level 5									
FB550	Research Methods	5	2	C	30		70%	30%	2
FB574	Working with Children	5	2	C	30		100%		1
FB561	Gymnastics and Dance	5	2	C	30			100%	1
FB554	Contemporary Issues in PE	5	2	C	30		60%	40%	2
Level 6									
FB699	Research Project	6	3	C	30		100%		SB
FB657	Group and Behaviour Management	6	3	C	30		100%		1
FB669	Swimming and Outdoor Education	6	3	C	30		40%	60%	1
FB670	Youth Physical Activity and Health	6	3	C	30		100%		2

*Modules will have a suffix of FW if taught at Wembley and ET if taught at Etihad

Table 3: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	240	960	0	1200
Year Two	280	920	0	1200
Year Three	255	945	0	1200
Total	775	2825	0	3600

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University regulations *Academic Assessment Regulations* and procedures as detailed on the University website.

The following modules will be non-compensable: **(if not applicable, please state this under the bullet points)**

- FB699 Research Project

The calculation of this award will be **level 5 33% and level 6 67%**

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	Physical Education	120 Credits
Diploma of Higher Education	Physical Education	240 Credits
Ordinary Degree	Physical Education	300 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- QAA Subject Benchmark Statement for: Hospitality, Leisure, Sport and Tourism (2008)
- QAA Framework for Higher Education Qualifications (2014)
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

Annual Review and Monitoring

This programme will be monitored annually through the University's Programme Review and Enhancement process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

Student Voice Feedback

All students will be provided with the opportunity to provide feedback to UCFB on a regular basis. This includes feedback formally via the programme representative who meets with the programme leader on a monthly basis. The programme representative also attends the student council meeting which takes places every 6 weeks, chaired by the Assistant Head of the Campus to raise and discuss concerns of the student cohort. There are also opportunities informally to provide feedback, through students' personal tutors, with whom students can meet on a weekly basis or through their module leaders.

The re-approval of this programme is scheduled for academic year: 2021-2022

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