

Programme Specification

Title of Course: FdA Physical Education, Sport and Activity

Date Specification Produced: April 2017

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This 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 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	FdA Physical Education, Sport and Activity
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston University Kingston Hill Campus
Programme Accredited by:	N/A

SECTION 2: THE PROGRAMME

A. Programme Introduction

The Physical Education, Sport and Activity (PESA) Foundation Degree (FdA) offers the opportunity for practitioners to gain a qualification whilst continuing to be employed in relevant organisations working with children and young people such as schools, sports clubs, sports-related charities, youth work, health promoting organisations and leisure centres. The purpose of the FdA is to 'equip learners with the skills and knowledge relevant to employment, so satisfying the needs of employees and employers' (QAA Benchmark Characteristics, 2015, p. 2). The PESA FdA integrates academic and work-based learning and has been specifically designed for sports and physical education leaders, coaches, support assistants and development officers working in a range of organisations.

The course sits within the School of Education's Centre for Physical Education, Sport and Activity, known as 'KINESIS'. The mission of KINESIS is 'to establish a world-class learning centre to transform the way ALL children and young people engage with physical education (PE), sport and physical activity (PA) through aligning excellent teaching, research, and practice'. Students undertaking the PESA FdA will be part of a growing body of specialists committed to ensuring that children and young people lead an active and healthy life. KINESIS will enable students to become part of a wider professional network, enhancing their employment opportunities. Successful completion of the FdA will lead onto the PESA BA (Hons). Upon graduation, students will be able to access and progress in a range of employment routes that are degree dependant, most notably, teaching. It should be noted that the FdA and BA (Hons) does not incorporate recommendation for Qualified Teacher Status (QTS). It does, however, although graduates to progress to attain QTS via one of the routes that are currently available: PGCE, Assessment only or School Direct. Away from teaching in schools, graduates will enhance their career prospects in other settings and organisations that focus on children and young people's involvement in PESA. These include, leisure services providers; grassroots and elite sports clubs; National and Local Government bodies such as UK Sport or London Sport; local, national and international charities who use the medium of sport for various social outcomes, such as Coaches Across Continents and Street Games to name but two; and organisations in which physical activity is used to enhance public health such as the leading obesity treatment organisation, MoreLife. The inclusive nature of the degree will equip students to work successfully and pursue careers working with a broad range of demographic groups and populations.

The PESA FdA course has been designed in collaboration with employers from different sports clubs and from school physical education specialists. This has ensured that the course provides students with the opportunity to study topical, recent and relevant issues relating to physical education and sport. Kingston University's Curriculum Design Principles and Inclusive Curriculum Framework have been firmly embedded in the course, ensuring that students will experience a curriculum that is holistic, student-centred and inclusive.

Students will gain knowledge and critical understanding of the principles underpinning their field of study. They will critically evaluate the appropriateness of different approaches to problem solving in physical education and sport and be able to apply these in a work context. The course is pedagogically focussed and students will examine effective strategies for teaching and learning in the PESA context. Through engagement in the course students will develop appropriate academic skills to graduate as independent learners and thinkers.

Teaching on the course is undertaken by lecturers and tutors who are actively engaged in national and international research projects. This ensures that students are fully involved with 'cutting edge' theories and emerging issues that impacts upon practice making this an exciting and dynamic programme of study. The course design has ensured that students have the opportunity to develop their own skills to become practitioner researchers in a chosen aspect of their working practice.

The assessment strategy for the course has been designed to ensure that students are able to demonstrate that they have met all learning outcomes and that students build knowledge and skills progressively. Flexibility and choice has been included to reflect each student's individual employment context and formative assessment opportunities have been planned to support students to successful completion. Personal Tutors will contribute to personalizing the students' experience by providing appropriate academic advice and guidance. Personal Tutors will support students by monitoring their progress and helping them to identify individual needs; ensuring that students develop the ability to be self-reliant, self-reflective and to use feedback to their best advantage.

The PESA FdA course is unique in that it enables practitioners working with children and young people to continue in related employment whilst engaging in academic study during the evenings and with occasional weekend attendance. Students will attend scheduled teaching and learning sessions that have been planned to minimise disruption to the typical working week. The interface between theory and practice is explored through interactive and diverse learning opportunities. This includes technology enhanced learning through the use of Kingston University's virtual learning environment, Canvas. The use of Canvas will enable students to have accessibility to a range of e-learning resources and the opportunity to proactively engage with online discussion forums.

As an employment-based course the authentic and innovative PESA FdA enables learners to learn and apply the skills and knowledge they will acquire as an integrated element of the course. Their developed knowledge and skills provides students with the grounding to take on enhanced roles within their workplace and can lead to career opportunities within leadership and management of their fields. Students successfully completing the PESA FdA will have the opportunity to continue their learning and acquire a full BA(Hons.) degree. This would be through a 'Top Up' one-year course that will build on the FdA to enable continued learning at Level 6 (subject to validation). Successful completion of the BA(Hons.) PESA would enable career opportunities into professionally accredited courses such as Qualified Teacher Status (QTS), subject to the entry requirements of the National College for Teaching and Leadership (NCTL).

Kingston University's School of Education has successfully delivered Foundation Degrees in Education since 2003 working in partnership with a range of employers and organisations. The exciting and innovative PESA FdA provides practitioners in the field of sports, physical education and active-health promoting organisations with the opportunity to achieve an accredited award whilst remaining in employment. It involves higher level learning within both Kingston University and the workplace and enables learning in one environment to be applied in the other.

B. Aims of the Field/Course

The main aims of the field are to:

- equip students with the appropriate knowledge, skills and understanding of factors that lead to children and young people enhancing their health by staying in physical activity and sport;
- enable students to develop knowledge and skills that are required to work effectively with children and young people in various PESA contexts;
- ensure that students can demonstrate, within their practice, that they have adopted appropriate values and principles of working with children and young people in a PESA context;
- develop students' self-awareness and reflection including the ability to evaluate their impact upon other people in the environment in which they work;
- develop students' ability to understand and apply the principles of evidence-based practice and develop an understanding of the limits of their knowledge, and how this influences interpretations based on that knowledge in the field of PESA and their work context;
- provide students with knowledge and understanding of legislative frameworks that govern working with children and young people in Physical Education, Sport and Activity, and to prepare students to work within those frameworks;
- provide a suitable basis in terms of transferable skills necessary for enhanced employment and/or progression to BA (Hons.) degree in Physical Education, Sport and Activity (subject to validation).

C. Intended Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA Characteristics Statement for Foundation Degrees (September 2015) and The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	demonstrate a basic knowledge of regulatory and legislative frameworks that govern physical education, physical activity and sport in practice;	B1	examine and evaluate legislation, theories of learning, development and assessment within PESA;	C1	demonstrate effective practice within the appropriate legislative frameworks;
A2	demonstrate knowledge of child centred principles, values and belief systems of effective practice in PESA;	B2	engage in self-evaluation and reflections of practice in a work context;	C2	plan, deliver, assess, evaluate, monitor and record specific developments of children and young people in a PESA context;
A3	show an appreciation of how and why different populations engage with PESA, and the privileges that are taken for granted within the field;	B3	examine and evaluate the pedagogical principles that shape effective working practices within the PESA field;	C3	select and demonstrate appropriate responses to barriers to participation and progress that children and young people may face;
A4	have an appreciation of how their practice impacts upon others in the work context.	B4	show an appreciation of principal methods of academic and professional inquiry.	C4	demonstrate collaborative and cooperative working commensurate with effective practice in a work context.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and in the spoken word	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively, orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to the ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

D. Entry Requirements

The minimum entry qualifications for the programme are:

A Levels: 2 A Levels at C Grade or above (64 Tariff Points)

or

BTEC: Merit or above in a relevant subject area

or

A relevant Level 3 qualification (such as a National Diploma or equivalent)

or

Access Course: A relevant Access Course (Level 3)

Plus: Employment in a relevant setting for a minimum of 16 hours per week for the duration of the programme

Plus: A relevant Disclosure and Barring Services (DBS) clearing document

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language. A minimum score of 5 is required in each of the four IELTS sections (Reading, Writing, Listening and Speaking).

Kingston University is committed to widening participation and applicants with extensive relevant experience and evidence of continuous professional development in their field should contact admissions for advice about Recognition of Prior Experiential Learning (RPL).

D. Field/Course Structure

This course is offered in a full-time mode with part-time attendance, and leads to the award of Foundation Degree in Physical Education, Sport and Activity. Entry is normally at Level 4 with A-level or equivalent qualifications (See Section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules but this is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

Not applicable

E2. Work-based learning, including sandwich courses

Employment for a minimum of 16 hours per week for the duration of this course is an essential requirement. This employment must be in a setting in which children/young people take part in physical education, activity or sports. Employment might be either paid or voluntary. It is the responsibility of individual students to source and secure such employment providing confirmation evidence from the employer. The employment enables students to reflect upon their own personal experience of working in an applied setting and to focus on aspects of this experience so that they can clearly relate to theoretical concepts and evaluate the relationship between theory and practice.

E3. Outline Programme Structure

The course is made up of 4 modules at Level 4 and four modules at Level 5. All modules are worth 30 credits. Typically a student must complete 120 credits at each level. The modules will run sequentially, one after the other, enabling students to complete work-based tasks and to gather data for formative and summative assessments.

All students will be provided with the University's Undergraduate Regulations. Full details of each module will be provided in module descriptors on Canvas.

Level 4				
All modules are compulsory	Module code	Credit Value	Level	Teaching Block
Principles and Practices within Physical Education, Sport and Activity	QF4600	30	4	1
Managing the Active Environment	QF4610	30	4	1
Understanding the Moving Child 1	QF4620	30	4	2
Purposeful Play and Practice	QF4630	30	4	2

Progression to Level 5 requires passes in all modules.

Students exiting the course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Physical Education, Sport and Activity.

Level 5				
All modules are compulsory	Module code	Credit Value	Level	Teaching Block
Health in Action	QF5600	30	5	1
Physical Education and Sport Pedagogy	QF5610	30	5	1
Understanding the Moving Child 2	QF5620	30	5	2
Social Equity and Inclusion in Physical Education, Sport and Activity	QF5630	30	5	2

E. Principles of Teaching, Learning and Assessment

The teaching and learning strategies have been developed to take account of the Kingston University Curriculum Design Principles. The programme utilises a wide range of strategies that will enable all students to be actively engaged throughout the course. These strategies have also been carefully considered to ensure that students are able to meet the learning outcomes of the modules. The teaching and learning strategies include delivering each module sequentially enabling the dates for submission of assignments to be staged across the academic year. This is an important element of work-based courses to enable the planning and collation of data to meet with the demands of employment in the education, health and sport sectors.

The range of teaching and learning strategies includes lectures, group work, seminar discussions, peer feedback workshops and practical tasks. Opportunities will be provided for students to gain experience in the use of technology enhanced learning both as a recipient and for enhancing their employment roles. Experienced tutors will guide students in how to access e-learning professional discussion boards on Canvas as well as enable students to

practice using different technologies in order to enhance their personal knowledge and skills. Practice using different technologies have been planned to take place in a supportive environment before the requirement of skills to be evidenced in any summative assessment.

A range of assessments have been designed to enable students to demonstrate the acquisition of key knowledge and skills. These include peer assessments, oral presentations, in-class tasks, report writing, planning activities, observations and poster presentations. The assessments within each module have been designed to provide formative opportunities that allow students to make links between theory and practice and to receive 'feed forward' in preparation for the summative assessments.

An important element of the programme is the level of support that is embedded in the design to enable students to be successful. It is acknowledged that most of the students accessing this programme will be mature and experienced workers who may have taken a break from studies or who may not have been in education for some time or, younger students who may have a lot of practical ability when working with children and young people, but whose academic skills may need additional support. The programme has been developed to ensure that students are very well supported. This not only includes opportunities to practice key skills and receive formative feedback prior to summative assessments but also the individual support that will be provided by an allocated Personal Tutor. This role will ensure that students' progress is monitored closely and individualised tutorial support is available to address any specific issues as they arise.

The development of academic skills is also a focus of the first module at level 4 and is threaded throughout the course through formative and summative tasks. An assessment task early in the first module will be utilised by the tutor to identify where students may need additional help via other personalised support. Students will be given the opportunity to take part in group as well as individual tutorials in order to develop personal and key skills.

Bilingual students for whom English is an additional language, need to meet the required IELTS score of 6.5 overall. Progress in their English communication will be accelerated because of the nature of the degree, in particular, the 16-hour (minimum) work based component.

F. Teaching, Learning and Assessment Strategy

The School of Education has a long and successful track record of delivering work based foundation degrees which brings extensive experience of working at the academic/employer interface and a sophisticated understanding of the role of the employer in work based learning. This foundation degree is a genuine work based programme with time in employment contributing to the learning hours for each module.

Students should be aware that the FdA PESA will have a strong academic and theoretical underpinning. However, the focus is very much on the application of theory and how theory helps us understand PESA settings better. By so doing students will gain a deep appreciation of how their actions, beliefs and values, impact on children's experiences, how they shape children's present and future participation, and the impact of policy and practice within the setting. In other words, the course will offer a framework for aligning research to practice.

This approach will be reflected in the structure of the weekly taught sessions. These will last for 4 hours and the typical format will be:

17.00-18.00*: Group session/lecture to introduce the week's key theme(s) and learning outcomes

18.00-19.30: Practical session to apply the week's themes and support the learning outcomes

19.30-19.55: Break

19.55-21.00: Seminar style group session to review the practical work and explore application in student's settings.

**Times may vary*

Academic skills and assignment support will be built into the evening taught sessions. Students will receive support from tutors for the assignments and, as the course progresses, peer support becomes a key feature as it supports both the reviewer and the reviewee.

Students are supported by:

Canvass

Canvass is Kingston University's Virtual Learning Environment (VLE). This will play a central part in the FdA. Students will be able to log on to:

- Access course material including lecture notes and key learning resources
- Share resources and reflections to build a community of PESA practitioners
- Communicate with peers and tutors via forums and discussion boards
- Link to course literature that is accessible electronically via library services

As well as Canvass, students will be supported by way of the following:

- a Course Leader who will be responsible for ensuring that programme reviews incorporate up to date field developments and ensure that quality assurance policies and procedures are adhered to;
- a Course Leader and/or Tutor will visit some students in the workplace to ensure that work based learning and assessment opportunities are working effectively;
- a designated course administrator based in the School of Education to ensure effective communication between students, employers and university staff and who will prepare documentation for university assessment boards;
- a Personal Tutor who will support individual student progress. See below for more detail;
- technical support to advise students on IT and the use of software;
- specific course materials located in the Library Resource Centre;
- Services for Students that provide academic skills support and advice on issues such as finance, regulations, legal matters and international matters;
- dyslexia and disability student support advisers;
- the Students' Union;
- an induction week at the beginning of each new academic year that outlines provision and services for all students.

Personal Tutor Scheme (PTS)

Every student at Kingston University has an allocated personal tutor (PT). The PT give you guidance on studying, student life and career progression. Students will meet with their PT regularly both individually and in small groups. The School of Education has a wealth of experience in supporting FdA students. Students have the opportunity to feedback and this consistency and continuity is integral to a successful PTS. As such, the school commits to course tutors acting as PT's rather than a tutor who is not involved in the course.

Students will have regular contact with PTs both in person and online. Face to face meetings will be schedule before the weekly taught sessions. Students will also be able to arrange to meet online via Skype or other similar platforms, or by telephone.

Assessment and Assignments

Kingston University and the School of Education, wholeheartedly support widening participation in higher education. The FdA PESA welcomes applications from people currently or wanting to work in the field. The degree is designed to build on potential and/or existing skill sets of students who are very good at working with children and young people. Some practitioners may well have had non-traditional or challenging educational experiences. In order to support all students in successfully completing each module, the assignments draw on a range of skills (see module descriptors for full details). However, there is a consistent assessment strategy in each module:

- Assignments are introduced early in the module
- Information that relates directly to the assignment will be signposted in teaching sessions
- Key texts and other resources will be available on Canvass
- Students will have opportunities to discuss assignment with their PT in person, via email and forum, and/or via online meetings.
- Every module has a midpoint assignment. These midpoint assignments are formative (i.e. the mark does not contribute to the final mark for the module). The purpose of these assignments are to offer information to both student and tutor as to whether the student is on track. All midpoint assignments will be marked and important feedback offered to highlight strengths and weaknesses. Personalised support and intervention will be offered if the formative assignment highlights weaknesses that may jeopardise the successful completion of the module.
- Students will have specific tasks to support their engagement with and understanding of the feedback.

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Development processes including Module Evaluation Plans and Course Evaluation Plans
- Periodic reviews undertaken at subject level
- Staff Student Consultative Committee meetings
- Student evaluations
- Moderation policies

H. Employability Statement

Upon successful completion of the degree, graduates will be very well equipped to pursue a career in either Education or Sport and Leisure. Both sectors are major employers; 2.6 million people work in the sport and leisure sector representing just under 10% of the UK workforce. It generates over £200 billion¹ a year

The Foundation Degree in Physical Education, Sport and Activity is a work-based learning course. The students who will access the course are practitioners who will already be

¹ See Business in Sport and Leisure cited at www.cabi.org

employed in a variety of related positions such as Coaches, Teaching Assistants, Subject Leaders in Primary Schools (non QTS), and Youth Workers.

The course has been designed with the engagement of employers to ensure that the content enables students to develop key knowledge and skills in order to enhance their employment role and to have positive impact upon children's experiences in PESA; ensuring quality learning and development opportunities for children and young people. On completion of the course, Graduates will have developed attributes of professionalism, thoughtfulness, creativity and resilience. They will be proactive and respectful of diversity, understanding that they can make a positive contribution within a rapidly changing national and international context.

Graduates of the Foundation Degree will be very well positioned to take on roles commensurate with leading positive practice in Physical Education, Sport and Activity. For those graduates wishing to pursue a career in schools, the PESA degree allows for progression to QTS. Graduates are able to attain QTS via a number of routes including further study by way of a PGCE at Kingston or elsewhere. Students expected to graduate with a 2:1 or better will be guaranteed an interview for the Kingston PGCE in their final year. QTS can also be achieved by way of the Assessment Only route. This entails practitioners collating an evidence portfolio to demonstrate that they consistently meet the Teaching Standards. This is then assessed by a third-party organisation (usually a University). Kingston University currently assesses the Assessment Only route.

Discussions with Headteachers evidenced their enthusiasm about the prospect of having the school's physical education and sport lead by a highly skilled, knowledgeable graduate, in particular, if the person in question is already part of the school community and/or staff.

Sport and health-promoting physical activity as a sector is one of the largest employers in both the UK and internationally. Away from school employment, graduates will be very well positioned to pursue careers in sport at both grassroots and near elite levels as they will have in depth knowledge of how children acquire physical competence and the factors that support young people's participation and progress in PESA. Being able to apply this knowledge will position graduates in a favourably in the employment market with career routes available in sports clubs and sports development bodies, leisure providers, events management companies, coaching companies and, graduates will be fully equipped to consider establishing their own company.

I. Approved Variants from the Undergraduate or Postgraduate Regulations

None

J. Other sources of information that you may wish to consult

www.education.gov.uk

UK Sport available at www.uksport.gov.uk

Youth Sport Trust available at <https://www.youthsporttrust.org>

Association for Physical Education available at www.afpe.org.uk

Development of Course Learning Outcomes in Modules

This map identifies where the course learning outcomes are summatively assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module code		Level 4				Level 5			
		1	2	3	4	5	6	7	8
Knowledge & Understanding	A1	F/S				F/S			F/S
	A2	S	F/S	F/S	F		F	F/S	
	A3	F	F	F	F		F	F	F/S
	A4	F	F		F	F/S	F		
Intellectual Skills	B1		F	F/S		S		F/S	F/S
	B2	S	F	F	F		F	F	F/S
	B3	F	F	F	F/S	S	F/S	F	F/S
	B4	S	F	F				F	F/S
Practical Skills	C1		F	F	F/S	F	F/S	F	
	C2		F/S	F/S	F/S		F/S	F/S	
	C3		F	F	F/S	F	F/S	F	
	C4	F	F		F/S		F/S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Technical Annex

Final Award(s): Foundation Degree Physical Education, Sport and Activity

Intermediate Award(s): Certificate in Higher Education

Minimum period of registration: 2

Maximum period of registration: 4

FHEQ Level for the Final Award: Level 5

QAA Subject Benchmark: Foundation Degree

Modes of Delivery: Full Time with Part Time Attendance

Language of Delivery: English

Faculty: Health, Social Care and Education

School: Education

Department: Education

JACS code: *This is the [Joint Academic Coding System](#) (JACS) agreed jointly by UCAS and HESA*

UCAS Code: