

**Programme Specification**

**Title of Course: BA (Hons) Physical Education, Sport and Activity (PESA) Top up**

**Date Specification Produced: March 2019**

**Date Specification Last Revised: June 2019**

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**

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| **Title:** | BA (Hons) Physical Education, Sport and Activity (PESA) Top up |
| **Awarding Institution:** | Kingston University  |
| **Teaching Institution:** | Kingston University |
| **Location:** | Grey Coat Hospital School, Westminster |
| **Programme Accredited by:** | N/A  |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

Welcome to the BA (Hons) Physical Education, Sport and Activity (PESA) Top up.

This exciting and innovative BA (Hons) Physical Education, Sport and Activity (PESA) Top up provides practitioners in the field of sports, physical education and active health with the opportunity to achieve a degree 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.

Kingston University’s School of Education has successfully delivered BA (Hons) Top up courses in a range of subjects since 2003, working in partnership with employers and organisations.

Everything we do and the student learns is intended to support the student in ensuring that children and young people reap the numerous and varied benefits that physical activity in all its guises, has to offer. We are particularly interested in the experiences of children and young people from demographic groups who have historically not reaped these benefits. As such, inclusive practice that meets the diverse needs of all young people is our single driver. The graphic below illustrates the key strands on which the course is built. The BA (Hons) Top up year, focusses primarily on the wider, socio-political context on which PESA operates.

This one-year BA (Hons) Physical Education, Sport and Activity (PESA) Top up Degree offers the opportunity for practitioners who have completed a relevant Foundation Degree (FdA) (or equivalent) to gain a full honours degree, whilst continuing to be employed in relevant organisations working with children and young people. These will include schools, sports clubs, sports-related charities, youth work, health promoting organisations and leisure centres. The purpose of the course 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 BA (Hons) Physical Education, Sport and Activity (PESA) Top up integrates academic and work-based learning and has been specifically designed for sports and physical education leaders, coaches, support assistants and development officers.

The course sits within the School of Education’s Centre for Physical Education, Sport and Activity (CPESA). The mission of CPESA 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 BA (Hons) Physical Education, Sport and Activity (PESA) Top up will be part of a growing body of specialists committed to ensuring that children and young people lead an active and healthy life. CPESA students will be part of a wider professional network, enhancing their employment opportunities.

Upon graduation, students will be able to access and progress in a range of employment routes that are degree dependant, such as teaching. It should be noted that the BA (Hons) Physical Education, Sport and Activity (PESA) Top up does not incorporate recommendation for Qualified Teacher Status (QTS). However, it does allow graduates to progress to attain QTS via one of the four options that are currently available at Kingston University: PGCE, Assessment Only, School Direct and the Teaching Apprenticeship. In addition to teaching options 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. Students will also explore opportunities with 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 BA (Hons) Physical Education, Sport and Activity (PESA) Top up course has been designed in collaboration with employers from different sports settings and from physical education specialists. Consultation has taken place with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) who consider this to be the most appropriate degree to meet the needs of their members. 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 within 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 PESA and be able to apply these in their work context. The course focusses on developmental, inclusive pedagogy and students will examine effective strategies for teaching and learning in the PESA context. Through engagement with 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 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 ensures 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 are able to build knowledge and skills progressively. BA (Hons) Physical Education, Sport and Activity (PESA) Top up further develops the academic skills students have acquired in the FdA PESA. Flexibility and choice have 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. This ensures that students develop the ability to be self-reliant, self-reflective and use feedback to their best advantage.

The BA (Hons) Physical Education, Sport and Activity (PESA) Top up course is unique in that it enables practitioners working with children and young people to continue in related employment whilst engaging in academic study. 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 varied 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 access 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 BA (Hons) Physical Education, Sport and Activity (PESA) Top up enables learners to learn and apply the skills and knowledge they will acquire as an integrated element of the course. We expect our students to take on enhanced roles within their workplace as the degree leads to career opportunities within leadership and management of their fields. Our ambition is for PESA graduates to be thought-leaders and game-changers in PESA. This is reflected in the nature of the BA (Hons) modules.

1. **Aims of the Course**

The main aims of the course are to:

* equip students with the appropriate knowledge, skills and understanding of factors that lead to children and young people engaging in and 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 critical reflection including the ability to evaluate impact upon themselves and other people in the environment in which they work;
* develop students’ ability to understand and apply the principles of evidence-based practice;
* 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 leadership in Physical Education, Sport and Activity.
1. **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 areas in the table below. The programme outcomes are referenced to the QAA Characteristics detailed in the Framework for Higher Education Qualifications (2014).

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to: |  | **Subject Practical Skills**On completion of the course students will be able to: |
| A1 | display systematic understanding and in-depth knowledge of regulatory and legislative frameworks that govern physical education, physical activity and sport in practice; | B1 | critically examine and evaluate competing ideas concerning legislation, theories of learning, development and assessment within PESA; | C1 | demonstrate effective practice using varied techniques and strategies within the context of their work setting and within appropriate legislative frameworks; |
| A2 | demonstrate in depth knowledge of child centred principles, values and belief systems of effective practice in PESA; | B2 | engage in critical reflections of practice in an academic and work context;  | C2 | apply knowledge, practice and analysis to a wide range of contexts and demonstrate effective professional and interpersonal communication;  |
| A3 | show in depth understanding of how and why different populations engage with PESA, and the privileges that are taken for granted within the field;  | B3 | identify, select and use investigative strategies and techniques to undertake critical analysis, of pedagogical principles that shape effective working practices within the PESA field; | C3 | demonstrate personal responsibility, sensitivity and professional conduct when selecting appropriate responses to barriers that might impact upon children and young people’s participation and progress in PESA;  |
| A4 | have a thorough and critical understanding of how their practice impacts upon others in the work context. | B4 | show deep knowledge of principal methods of academic and professional inquiry with a range of subject specific techniques and displaying judgement of reliability, validity and authority of evidence. | C4 | work successfully within a team, demonstrating effective leadership and management within complex and challenging environments.  |

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:

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| **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 orally | 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 both 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 |  |  |  |

1. **Entry Requirements**

All students must have the following minimum entry qualifications for the programme:

FdA PESA (or equivalent see below)

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

A relevant Disclosure and Barring Services (DBS) clearing document.

Most students will progress onto this course having successfully completed the FdA PESA at Kingston University.

Students who have successfully attained a related PESA foundation degree from another organisation may be considered for the BA (Hons) Physical Education, Sport and Activity (PESA) Top up course where the learning outcomes have been mapped for equivalency, with particular reference to pedagogical content. Experience of work and evidence of work-based learning and completion of professional development opportunities may also be considered as Kingston University is committed to widening participation. 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 (RPEL).

All non-UK applicants must meet our English language requirement, which is Academic IELTS of 6.5 overall, with no element below 5.5 in each element. Please refer to the University’s full guidance about English language requirements, which includes details of other qualifications we consider.

Application for the course is via UCAS. Once the application has been received, applicants are invited to an interview. The interview offers an opportunity to expand on the application form and experience of work, and for tutors to clarify the course requirements.

1. **Course Structure**

This course is offered in full-time mode (with part-time attendance), and leads to the award of BA (Hons) Physical Education, Sport and Activity. Intake is normally in September.

**E1 Professional and Statutory Regulatory Bodies**

Not applicable

**E2 Work-based learning**

Students must be in employment for a minimum of 16 hours per week for the duration of this course and will be required to confirm this when submitting each assignment at regular intervals throughout the academic year. The employment must be in a setting in which children/young people regularly take part in physical education, activity or sports and can be either paid or voluntary. It is the responsibility of individual students to source and secure such employment and students are required to provide confirmation of their working hours and their role from the employer before the commencement of the course. The employment enables students to reflect upon their own personal experience of working in an applied setting so that they can clearly relate to theoretical concepts and evaluate the relationship between theory and practice. The assignments draw upon the application of theory in the PESA context and therefore it would not be possible to successfully complete the modules without the work-based element of the course.

Where a student ceases to meet the minimum requirement of being in employment for 16 hours per week, CPESA will support the student to find alternative employment and thereby to continue their studies. However, it is the student’s responsibility to do all that they can to secure alternative employment. If needed CPESA and the School of Education will draw on their network of school partners to assist the student in finding alternative arrangements until a permanent position is secured. This might be on a voluntary basis. In exceptional circumstances if the student is unable to find suitable employment within a reasonable length of time, students will be advised to interrupt their studies and only continue with the course once the course’s employment requirements have been met. In such circumstances, students would be required to restart the course at the point at which they interrupted rather than start the whole year again. The course’s employment requirements are discussed and made explicit at interview.

**E3. Outline Programme Structure**

The course is made up of four modules at Level 6. All modules are worth 30 credits and students must complete 120 level 6 credits to be eligible for the BA (Hons) Physical Education, Sport and Activity (PESA) Top up award. The modules run sequentially, one after the other, enabling students to complete work-based tasks and gather data for formative and summative assessments. The Leading and Managing Change module is the exception to this. As the capstone project, it is a synoptic module allowing students to use and apply everything they have learnt over the course of their previous studies. As such, this module is taught at intervals throughout the year. Please see FdA/BA PESA Map of Modules, Assessments, Key Academic Skills (in Appendix A) to gain an understanding of how the modules are layered and linked. All students are provided with the University’s Undergraduate Regulations. Full details of each module are provided in module descriptors on Canvas.

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| **Level 6** |
| **All modules are compulsory**  | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Leading and Managing Change - Capstone project | QY6600 | 30 | 6 | 1 & 2 |
| PESA Enterprise and Business | QY6610 | 30 | 6 | 2 |
| School, Youth and Community Sport | QY6620 | 30 | 6 | 1 |
| International perspectives  | QY6630 | 30 | 6 | 1 |

1. **Principles of Teaching, Learning and Assessment**

The teaching and learning strategies have been developed to take account of Kingston University’s Curriculum Design Principles. The programme utilises a wide range of strategies that enables all students to be actively engaged throughout the course, through the adoption of innovative teaching and learning strategies. These strategies have also been carefully considered to ensure that students are able to meet the learning outcomes of the modules. At this level of study students are facilitated through the empowerment of knowledge and skills to be advocates of change within their settings and are encouraged to take a more proactive role in their own learning. This is achieved by building the skills around their student experience, which includes academic referencing, academic writing, critical and analytical thinking as well as confidence to tackle challenges and take measured risks in their academic writing. This also steers them towards originality in their thinking and approaches. Some of the teaching and learning strategies include context-based learning, which draws on practice and allows the application of theory, research and other relevant policy frameworks. Incidental learning arises during discussions and students learn different approaches and strategies to negotiate challenges thus facilitating problem solving skills, effective communication, team approaches and leaderful practice approaches.

Delivering each module sequentially enables the submission dates of assignments to be staged across the academic year which is essential in meeting the demands of both academic and work-related pressures. The exception to this is the Leading and Managing Change module as detailed above.

The range of teaching and learning strategies includes lectures, group work, seminar discussions, peer feedback workshops and practical tasks. Lecturers are committed to using active learning strategies to enable opportunities for students to practice and to develop their confidence as well as their academic skills. Lecturers build on context-based learning by encouraging students to draw on their varied work experiences and diversity of the communities they are based within. This offers a rich platform for students to apply their knowledge and skills and to extend their understanding of key issues in the sector.

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.

In the table below you can see the assignment progression across the BA (Hons) Physical Education, Sport and Activity (PESA) Top up. In Appendix A there is an overview of the progression from the University’s FdA PESA course and how this relates to the Top Up course. This is included for students who may have completed a foundation degree at another organisation and for continuing students to gain a sense of the demands of the Level 6 course.

**Assessments**

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| Module Code | QY6600 |
| Module Title  | Leading and Managing Change – Capstone Project |
| Assessment | Assessment 1: Presentation (1000 words Equivalent: 25%) Assessment 2: Portfolio (3000 words: 75%) |
| Students will draw on previous learning (FdA modules) and identify an area for development in their setting. The summative assessment for this module is completed over the course of the year. The portfolio will comprise of a literature review of key text, which underpins the chosen area for development in their work setting. Observations will record either the impact of the mentoring process on their colleague’s progress and therefore the learners’ progress, or, if they chose the curriculum review project, they will observe lessons to see the impact on pupil progress and engagement. |
| Module Code | QY6610 |
| Module Title | PESA Enterprise and Business  |
| Assessment | Assessment 1: Case study (1000 words, 25%)Assessment 2: 10 minute pitch and Business plan (3000 words: 75%) |
| Students will complete a 10-minute business pitch outlining a commercial PESA idea. The pitch will culminate with the submission of a business plan, where students will unpack and expand their concept. Students will examine key aspects of business planning in lectures, examining example plans and templates to develop their knowledge and understanding of key components required in the planning process. The development of the plan will enable students to demonstrate their knowledge and understanding of commercial opportunities and how these impact PESA.  |
| Module Code | QY6620 |
| Module Title | School, Youth and Community Sport  |
| Assessment | Assessment 1 (1500 words: 25%) Assessment 2 (2500 words: 75%) |
| Carry out and analyse an interview with a key stakeholder in the students’ work setting exploring the role and purpose of youth sport in their organisation. Students will develop a policy document (real or imagined), which promotes an aspect of youth sport and a critical reflection of their learning and how this will impact on their thinking, understanding and practice.  |
| Module Code | QY6630 |
| Module Title | International Perspectives  |
| Assessment | Assessment 1: Analysis of journal article or video (1500 words: 25%) Assessment 2: Essay (2500 words: 75%) |
| There will be a choice of essay titles to choose from (revised annually). Throughout the module students will critically reflect intervention perspectives, examining the commonalities and differences of engaging children and young people in PESA globally. Within the essay students will explore and critically analyse differing perspectives, unpacking how they inform knowledge and understanding of key issues related to international perspectives on PESA. Students will draw on an extensive range of literature to underpin their developing argument.A formative task analysing a journal article will be completed to support the development of their critically reflective academic writing skill at level 6.  |

The range of summative assessments have been designed to enable students to demonstrate the acquisition of key knowledge and skills. These include, an oral presentation, a case study, a business plan, the development of a policy document and a portfolio. The formative assessments within each module have been designed to provide opportunities that enable students to make links between theory and practice and to receive ‘feed forward’ comments in preparation for the summative assessments.

An important element of the course 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 course will be experienced workers who may not have been in education for some time or, have a high level of practical experience and want to gain higher level academic success. The programme has been developed to ensure that all students are 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’ progression is monitored closely, and individualised tutorial support is available to address any specific issues as they arise. For more details see below.

The development of academic skills continues throughout the course. All modules have formative tasks set at the mid-point. These will be utilised by the tutor to identify where students may need additional help. Students will be given the opportunity to take part in group as well as individual tutorials in order to develop and refine personal and key skills.

Students have access to further support beyond CPESA. Within the School of Education, students are provided with the contact details of key staff members who can advise them on services available to support their ongoing progression. The administrative team is also on hand to provide advice and guidance on systems and deadlines. Furthermore, we have an excellent team in the Learning Resource Centre who offer invaluable help with study and academic skills on a one-to-one basis as well as providing a series of group sessions throughout the year on referencing protocol, copyright and searching for appropriate literature.

Beyond the School of Education, students can access a range of student support services provided by the University. The services available range from finance to health and wellbeing to study support. To find out more students are advised to go to <https://www.kingston.ac.uk/student-services/>.

**Staying connected**

As students only attend teaching sessions once a week, it is essential that they stay connected via Canvas, our Virtual Learning Environment (VLE). Canvas allows students to:

* Access course materials 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
1. **Support for Students and their Learning**

The School of Education has a long and successful reputation for delivering excellent work-based Foundation Degrees and BA (Hons) Top Up courses. This brings extensive experience of working at the academic/employer interface and sophisticated understanding of the role of the employer in work-based learning. The BA (Hons) Physical Education, Sport and Activity (PESA) Top up, like the FdA, is a genuine work-based programme with time in employment contributing to the learning hours for each module.

Students should be aware that the BA (Hons) Physical Education, Sport and Activity (PESA) Top up, will have a strong academic and theoretical underpinning. The focus is very much on the application of theory and how theory helps us understand PESA settings better. Students will gain a deep appreciation of how their actions, beliefs and values, impact on children's and young people’s experiences, how they shape their present and future participation, and the impact of policy and practice within the setting. The course offers a framework for aligning research to practice.

In summary students are supported by:

* a Course Leader who will be responsible for ensuring that the course reviews incorporate up to date field developments and ensure that quality assurance policies and procedures are adhered to;
* 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 designated contact person in the Centre for PESA;
* 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 Learning Resource Centre and Canvas;
* 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 Union of Kingston Students;
* an induction week at the beginning of the new academic year that outlines provision and services for all students.

**Personal Tutor Scheme (PTS)**

There is a strong focus on support embedded throughout the course and within the modules. Every student at Kingston University has an allocated personal tutor (PT). The PT give the student guidance on studying, student life and career progression. Students have the opportunity to discuss their learning experiences with their tutor and this is integral to a successful PTS. As such, the School commits to course tutors acting as PT’s, which further supports the students’ progress.

Students have regular contact with their PT both in person and online. Face to face meetings are scheduled before the weekly taught sessions. Students are also able to arrange to meet online via Skype or other similar platforms, or by telephone at times more convenient for them.

Students have access to the full range of support systems provided at the University. Bespoke academic skills workshops have been developed by other work-based learning courses to fit around students in full time employment. PESA students will be able to access these workshops too. Sessions offered include various topics around Writing Skills, Referencing Conventions and Academic Writing, which are pitched appropriately and contextualised for the PESA agenda.

Kingston University has Student Achievement Officers who can also provide support and guidance should issues arise.

<https://mykingston.kingston.ac.uk/myfaculty/hscs/Pages/StudentSupport.aspx>

**Assessment and Assignments**

Kingston University and the School of Education wholeheartedly support widening participation in higher education. BA (Hons) Physical Education, Sport and Activity (PESA) Top up course 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. In order to support all students to successfully complete each module, the assignments draw on a range of skills (see module descriptors for full details). The School has an extensive range of support available to students. 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 Canvas
	+ Students will have opportunities to discuss assignments with their PT in person, via email, and/or via online meetings.
	+ Every module has a midpoint formative task. The purpose of these tasks is to offer information to both the student and the tutor on whether the student is on track and to feedforward into the summative tasks. All midpoint tasks will be reviewed by tutors and important feedback offered to highlight strengths and areas for development. Active attendance and engagement in the variety of teaching and learning strategies as well as the ongoing formative and summative tasks encourages and enables students to become independent thinkers and learners, which is required for Level 6 study. Personalised support and intervention will be offered if the formative assignment highlights areas for improvement that may jeopardise the successful completion of the module.
	+ Students will have specific tasks to support their engagement with and understanding of the feedback.
1. **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 Enhancement processes including Module Enhancement Plans and Course Enhancement Plans
* Periodic reviews undertaken at subject level
* Staff Student Consultative Committee meetings
* Student evaluations via Module Evaluation Questionnaires (MEQs)
* Moderation processes as specified in University regulations and Faculty policies
1. **Employability Statement**

Upon successful completion of the degree, graduates will be very well equipped to pursue and/or enhance their 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 billion[[1]](#footnote-2) a year.

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 and young people acquire physical competence and the factors that support their participation and progress in PESA. Being able to apply this knowledge will position graduates 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 business.

As the BA (Hons) Physical Education, Sport and Activity (PESA) Top up is a work-based learning course, the students accessing the course are practitioners already 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 and young people’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 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 options including further study by way of a PGCE at Kingston University or elsewhere. QTS can also be achieved by way of the Assessment Only route although this presents certain challenges for people wanting to teach in Primary Education. They should make further enquiries with their school settings to see if this is feasible.

Discussions with Headteachers and other employers in the sector, evidenced their enthusiasm about the prospect of having schools’ physical education and sport led by a highly skilled and knowledgeable graduates.

1. **Approved Variants from the Undergraduate or Postgraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

[www.education.gov.uk](http://www.education.gov.uk)

UK Sport available at [www.uksport.gov.uk](http://www.uksport.gov.uk)

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

Association for Physical Education available at [www.afpe.org.uk](http://www.afpe.org.uk)

1. **Development of Course Learning Outcomes in Modules**

This map identifies where the course learning outcomes are summatively (S) 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.

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| **Module code** | **Level 6** |
| Leading and Managing Change | PESA Enterprise and Business | School, Youth and Community Sport | International Perspectives |
| **Knowledge & Understanding** | A1 |  | S | S |  |
| A2 | S |  | S | S |
| A3 |  | S | S | S |
| A4 | S |  |  | S |
| **Intellectual Skills** | B1 | S |  |  | S |
| B2 | S |  | S |  |
| B3 | S |  |  | S |
| B4 | S | S | S | S |
| **Practical Skills** | C1 | S |  | S | S |
| C2 |  | S | S | S |
| C3 |  | S | S | S |
| C4 | S |  | 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**

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| --- | --- |
| **Final Award(s):** | BA (Hons) Physical Education, Sport and Activity |
| **Intermediate Award(s):** | N/A |
| **Minimum period of registration:** | 1 |
| **Maximum period of registration:** | 2 |
| **FHEQ Level for the Final Award:** | Level 6 |
| **QAA Subject Benchmark:** | Bachelor's Degree |
| **Modes of Delivery:** | Full Time with Part Time Attendance |
| **Language of Delivery:** | English |
| **Faculty:** | Health, Social Care and Education |
| **School:** | Education |
| **Department:** | The Centre for Physical Education, Sport and Activity in The Department of Learning and Practice in Education |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1805&ItemId=296&limit=&start=#q10) *(JACS) agreed jointly* *by UCAS and HESA* |
| **UCAS Code:** |  |

**FdA/BA PESA: Map of Modules, Assessments, Key Academic Skills Appendix A**

QF4630 **Developmental Activity, Purposeful Plan and Practice**

**Assessment: Developmental Activity File (2000 words: 100%)**

The assessment comprises of three parts.

Part 1: Students will review and evaluate a commercially available resource.

Part 2: Students will plan, deliver and evaluate three activity sessions. One of the plans will be selected by the student to implement with their peers during a practical workshop. Each student in the cohort will provide a short review of their learning experiences when taking part the various activities.

Part 3: Each student will examine the reviews their peers have written and draw on these to produce a reflection of their personal learning, with reference to their work setting and potential impact on their practice.

QF4600 **Principles and Practices within Physical Education, Sport and Activity**

**Assessment 1: Autobiographical Reflection (500 words - 10%)** (Early Assessment Point.)

**Assessment 2: Reflective Portfolio (comprising of 4 reflective logs relating to PESA practice – 2000 words: 90%)**

Students will begin to develop their reflective skills drawing on reflective models to examine the why, when, where, what and who within their logs.

Students will consider their own beliefs and values and how these may impact on themselves and others.

They will engage in formative activities to develop knowledge of PESA and key academic skills required at L4 – academic writing/referencing/becoming familiar with Canvas/support services.

QF4620 **Understanding the Moving Child 1 Assessment: Case Study (2,000 words: 100%)**

Students will develop observation skills using different methods to observe a child in their setting. The observations will inform a case study where the student evaluates their findings, considers the child’s physical and movement development and how to plan appropriately to meet the child’s individual needs. The case study will be underpinned with theory and research, making direct links between practice and key literature sources. Ethical issues will be explored and expanded on.

Students will have the opportunity in formative tasks to evaluate their observations, exploring their findings (how they are informing knowledge and understanding) and methods they have selected.

QF5600 **Health in Action**

**Assessment 1:** **Presentation on a relevant public health policy and practices that are implemented in the students setting (10 minute presentation mid-module: 0% pass/fail grade)**

**Assessment 2: Plan, implement and review a health promotion event (3000 words equivalent: 100%).**

Student will underpin their presentation and health promotion event with key literature sources. In addition students will draw on the views and perspectives of the children, parents and colleagues they work with to evaluate the impact of learning/understanding their promotion event has had on others. Evidence of the event can be presented in a variety of ways such as a report, photographs and testimonials..

QF5610 **Physical Education and Sport Pedagogy**

**Assessment:** **Essay (3000 words: 100%)**

There will be a choice of essay titles to choose from (revised annually). Titles will require students to demonstrate knowledge and understanding of key issues relating to physical education and sport pedagogy. Key issues will be explored in lectures, seminar groups/discussions and via online discussion forums on Canvas.

To further support academic writing skills there will be a midpoint formative task whereby students will submit an essay outline. The outline will include the proposed structure and content for the essay along with a reference list identifying key texts they will draw on to support their developing argument.

QF5620 **Understanding the Moving**

**Child 2**

**Assessment:**  **Poster presentation**

The aim of the poster presentation is to present the results of their small-scale research with a young person. The poster is an effective way of sharing their insight work to understand the meaning young people attach to movement and physical activity and how these meanings are constructed. Each student has one poster to peer review for the purpose of further evidencing LOs 3 and 4. It also adds progress to students developing reflectivity as for the first time they are asked to reflect on a peer’s rather than their own work.

Formative tasks will support students to develop the academic skills required to complete an academic poster. Students will explore the shifting meanings associated with movement, with particular focus on young people age 11-16 years. They will examine challenges that young people may encounter with regards to emerging identities and how these may impact participation. The poster presentation will be underpinned with key texts and research.

QF5630 **PESA, Social Equity and Inclusion**

**Assessment**: **Synoptic Project (4000 words: 100%)**

The assessment comprises of two parts.

Part 1: Project proposal (1000 words)

Part 2: Project to explore and illuminate the lived experiences of young people from demographic groups that have traditionally had lower levels of participation in PESA. The project builds on the study skills introduced in QF5620, namely, using a small-scale research method to gain insight into young people’s lives. This process and the lessons learnt will enable the students to be more effective and inclusive practitioners. Progress will be evident from QF5620 as students will be introduced to a wider range of research methods. QF5620 focussed mainly on different types of interview techniques. This module will include case studies and ethnography. Data collection and analysis skills will also be extended with students encouraged to use a range of media.

Students will examine issues that underpin social equity, inclusion, access and barriers to participation in PESA.

QY6600 **Leading and Managing Change – Capstone Project**

**Assessment 1: Presentation (1000 words Equivalent: 25%)**

**Assessment 2: Portfolio (3,000 words: 75%)**

Students will draw on previous learning (FdA modules) and identify an area for development in their setting. The summative assessment for this module is completed over the course of the year. The portfolio will comprise of a literature review of key text, which underpins the chosen area for development in their work setting. Observations will record either the impact of the mentoring process on their colleague’s progress and therefore the learners’ progress, or, if they chose the curriculum review project, they will observe lessons to see the impact on pupil progress and engagement.

QY6610 **PESA Enterprise and Business**

**Assessment 1: Case study. (1000 words, 25%)**

**Assessment 2: 10 minute pitch and Business plan (3000 words: 75%)**

Students will complete a 10 minute business pitch outlining a commercial PESA idea. The pitch will culminate with the submission of a business plan, where students will unpack and expand their concept. Students will examine key aspects of business planning in lectures, examining example plans and templates to develop their knowledge and understanding of key components required in the planning process. The development of the plan will enable students to demonstrate their knowledge and understanding of commercial opportunities and how these impact PESA.

QY6620 **School, Youth and Community Sport**

**Assessment 1 (1500 words: 25**%): Carry out and analyse an interview with a key stakeholder in the students’ work setting exploring the role and purpose of youth sport in their organisation**.**

**Assessment 2 (2500 words: 75%):** Students will develop a policy document (real or imagined), which promotes an aspect of youth sport and a critical reflection of their learning and how this will impact on their thinking, understanding and practice

QY6630 **International Perspectives**

**Assessment 1: Analysis of journal article or video** (1500 words: 25%)

**Assessment 2: Essay (2500 words: 75%)**

Assessment 1 task analysing a journal article will be completed to support the development of their critically reflective academic writing at level 6.

There will be a choice of essay titles to choose from (revised annually). Throughout the module students will critically reflect intervention perspectives, examining the commonalities ad differences of engaging children and young people in PESA globally. Within the essay students will explore and critically analyse differing perspectives, unpacking how they inform knowledge and understanding of key issues related to international perspectives on PESA. Students will draw on an extensive range of literature to underpin their developing argument.

QF4610 **Managing the Active Environment Assessment: Portfolio of Practice (4 activity plans and evaluations 2,500 words: 100%)**

Students will plan and carry out 4 inclusive activities in their work setting, demonstrating their understanding of differentiated approaches to learning, effective use of resources and time management. Students will build on the reflective skills they have started to develop in QF4600, evaluating the benefits and challenges they encountered when planning and carrying out their chosen activities. Formative tasks during lectures/seminars and via Canvas will support students in the planning process and will also further develop their academic working and thinking skills.

1. See Business in Sport and Leisure cited at www.cabi.org [↑](#footnote-ref-2)