

**Programme Specification**

**Title of Course:**

**BA (Hons.) Physical Education, Sport and Activity (PESA) Top up**

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| **Date first produced** | March 2019 |
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| **Version number** | 1 |
| **Faculty** | Faculty of Health, Social Care and Education |
| **School** | School of Education |
| **Department**  | Learning and Practice in Education |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA (Hons) Physical Education, Sport and Activity (PESA) Top up |
| **Intermediate Awards:** | N/A |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University, School of Education |
| **Location:** | Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time mode with part time attendance |
| **Available as:** | Full field |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 1 year |
| **Entry Requirements:**  | FdA in PESA or equivalent qualification.240 CATS points.Employment in an appropriate setting for 16 hours a week minimum for the duration of the course.Experience in an appropriate setting.Your background experience, previous education and training may be considered if you do not meet the formal entry requirements.We also consider a range of alternative qualifications or experience that is equivalent to the typical offer.Accreditation of Prior Experiential Learning (APEL) is offered for those who are unsure of the current value of their qualifications. A minimum IELTS score of 6.5, TOEFL scores of 79 to 93 or equivalent is required for those for whom English is not their first language.  Successful completion of an interview for external applicants is a requirement as part of the admission process.  |
| **Programme Accredited by:** | Kingston University |
| **QAA Subject Benchmark Statements:** | Events, Hospitality, Leisure, Sport and Tourism (2019) |
| **Approved Variants:** | N/A  |
| **UCAS Code:** | X115 (PE, Sport and Activity) |

**SECTION 2: THE COURSE**

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 programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Education Studies (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

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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 the spoken work | 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 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. **Outline Programme Structure**

Course structure diagram:

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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 |

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.

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.

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.

Students are supported by:

* The Programme Leader who will be responsible for ensuring that programme reviews incorporate up to date field developments and that quality assurance policies and procedures are adhered to.
* A designated programme administrator based in the School of Education to ensure effective communication between students and university staff and who will prepare documentation for university assessment boards.
* A Module Leader for each module who will be responsible for ensuring the content, delivery and assessment strategies are effective.
* A Personal Tutor who will support individual student progress.
* Technical support accessed through Kingston University
* Canvas – the Kingston University on-line interactive intranet, containing all key resources to enable access to materials from remote locations
* A named Senior Adviser for Early Years based in the Learning Resource Centre (Kingston Hill Campus)
* Programme specific Library Resource at Kingston University
* Student Achievement Officer
* Student support facilities at Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
* Dyslexia and Disability student support at Kingston University
* The Students’ Union
* An induction session at the beginning of the academic year
* Staff Student Consultative Committee
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
* Internal Subject Review (ISR) undertaken at subject level
* Module Evaluation Questionnaire (MEQs)
* Students’ Self-Review sheet
* Annual monitoring processes which include Module Enhancement Plans (MEPs) and Course Enhancement Plan (CEPs)
* Module Assessment Boards (MABs)
* Programme Assessment Boards (PABs)
* Moderation policies
* Feedback from employers
* Staff Student Consultative Committee
1. **Employability and work-based learning**

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-1) 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. **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.

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