



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### Section A: General Course Information

<b>Course Title</b>	BA (Hons) Physical Education (Secondary) (with QTS)
<b>Final Award</b>	BA (Hons)
<b>Route Code</b>	BAPEQABF
<b>Intermediate Qualification(s)</b>	BA (Hons) Physical Education (Secondary)
<b>FHEQ Level</b>	6
<b>Location of Delivery</b>	Bedford Campus
<b>Mode(s) and length of study</b>	Full time over 3 years
<b>Standard intake points (months)</b>	September
<b>External Reference Points as applicable including Subject Benchmark</b>	<p>FHEQ (2014) <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a></p> <p>QAA Education Studies Subject Benchmark Statement (2019) <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5</a></p> <p>DfE Teachers</p>
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	

<b>HECoS code(s)</b>	100512
<b>UCAS Course Code</b>	X1C6

<b>Course Aims</b>	<p>Develop as a highly effective teacher of Physical Education with the knowledge and skills to influence change and inspire young people in educational settings. Learn through practical and classroom experience, applying theory to your teaching practice to develop the skills to teach young people in the secondary education phase. Join a degree with excellent graduate outcomes, satisfaction and employability. Graduate with a BA (Hons) degree and Qualified Teacher Status in a fully integrated programme. In addition to developing your specialism in physical education, the degree provides opportunities to teach a second subject</p> <p>Studying this course will enable you to draw from broad subject specific knowledge; secure understanding of theories about</p> <p>-and through this development to enhance your independence, creativity and team-working skills, preparing you to influence and</p> <p>You will be supported to demonstrate that you have satisfied the professional criteria which determine recommendation for</p> <p>Underpinning the course design is a commitment to research informed and evidence based teaching. These principles are embedded in all aspects of the course and the teaching and assessment strategies provide continuous development of the knowledge and skills required. Throughout the course you will be encouraged to adopt an attitude of critical analysis, evaluating the impact of theory in the context of your teaching practice, and analysing evidence from your practical experience to inform your</p> <p>Successful completion of this course will qualify you to teach children aged 11-16 years. In addition the course offers an</p>

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

Outcome	Award
1 Demonstrate the subject knowledge and understanding necessary to enable you to meet the standards for the award of QTS and be able to use appropriate skills in literacy, numeracy and ICT to support teaching.	BA (Hons) Physical Education (secondary) (with QTS)
2 Be confident in Physical Education teaching and have a clear understanding of how all pupils should progress and what you as a teacher should do to ensure this.	

### Course Learning Outcomes

	10	Demonstrate an awareness of the place of Physical Education in the whole school curriculum and of whole school and professional issues	BA (Hons) Physical Education (secondary)
	11	Demonstrate understanding of the philosophy and ideology of Physical Education and School Sport through research and evaluation of the theoretical disciplines and their application in practical contexts.	BA (Hons) Physical Education (secondary)
	12	Demonstrate the necessary breadth and depth of knowledge to enable a flexible, creative and adaptable approach when interpreting and delivering your subject in different curricula within both schools and the community.	BA (Hons) Physical Education (secondary)
	13	Develop as a reflective practitioner and a proactive innovator in your approach to Physical Education and School Sport	BA (Hons) Physical Education (secondary)
	14	Plan, lead and support sessions appropriate to the needs of young people, in both practical and classroom contexts.	BA (Hons) Physical Education (secondary)
	<p>The BA (Hons) Physical Education (Secondary) (with QTS) course is designed to facilitate effective learning amongst the trainee teachers studying the programme as well as modelling effective practice in relation to learning and teaching. The course draws on active learning approaches that place student-centred learning at the heart of the programme. Learning and teaching</p> <p>Scheduled sessions    Seminars, practical classes and workshops, tutorials, school placements, fieldwork, lectures and other</p> <p>Guided learning    Directed reading and research, group work, online learning activities, individual and group assessment</p> <p>Independent and autonomous learning    Independent reading, research, online and other professional learning activities to</p> <p>There are three progressive school experience placements    one in each year of the course. During each placement you will be</p> <p>The combination of practical and theoretical university based work with concurrent school based experience enables you to learn in a vocationally relevant way and to meet the requirements of the Teachers' Standards for the award of Qualified Teacher Status.</p>		

**Teaching, learning and assessment strategies**


All units make full use of the University's Virtual Learning Environment (BREQ) as well as appropriate use of technological hardware that can facilitate effective learning and teaching. e.g. mobile technology, tablets. Some units will utilise a wider range of electronic and virtual learning methodologies such as exploring online synchronous discussion (online chat), discussion boards,

The learning and teaching strategy also includes tasks to be undertaken in university and on placement. The tasks are designed to complement the teaching and to offer potential foci for your reflective writing, or sources of evidence of progress. Placement

Regular target setting and progress review is fundamental to your professional and intellectual development. When in school, you will have weekly meetings with your mentor to support this process and you should ensure that you maintain an awareness of your development targets in order to share them with the colleagues with whom you work. You will meet with your personal

The assessment strategy is based upon the premise that critical evaluation of theoretical perspectives as they apply to your own teaching is an intrinsic element of best teaching practice. Throughout the course, therefore, you will continually be encouraged to explore what is known about teaching and learning, and to demonstrate independence and creativity in evaluating the relevance of that knowledge in your own context. Assessed work will be directly applicable to your future role as a teacher and predominantly include essays, reflective writing, reports, presentations and portfolio. During your placements you will be assessed directly against the Teachers' Standards. In years one and two you will complete in-class tests to assess your developing

Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment



The Profile Review Point is the process by which the mentor reviews your progress in your teaching practice. The Teachers Standards (2012) provide the framework by which this progress is judged and are supplemented with descriptors which support you in understanding the qualities which define the level at which you meet the standards. The Teachers Standards Descriptors

**Admissions Criteria**

**Approved Variations and Additions to Standard Admission**

A minimum of 112 UCAS points including 96

GCSE Grade 4 (or a grade C) or above in English Language and Mathematics.

Mature candidates may be considered without 112 UCAS points if they have sufficient relevant experience. They still must have

We accept any qualification on the UCAS tariff, which includes Access Diplomas, CACHE, Irish and Scottish Highers. We also











## Section C: Assessment Plan

The course is assessed as follows :

### **TBC- BA (Hons) Physical Education (Secondary)**

<b>Unit Code</b>	<b>Level</b>	<b>Period</b>
------------------	--------------	---------------

PBA012-2	5	TT1-3	Core	CW-EPO	26	CW-ESS	27				
PBA013-2	5	TT1-3	Core	CW-PO	11	CW-ESS	29				
PBA037-3	6	PGCE	Core	PR-PLC	15	CW-EPO	31				
PBA040-3	6	PGCE	Core	CW-OT	8	PR-OR	29	PJ-DIS	33		
PBA038-3	6	TT2-3	Core	PR-OR	6	CW-CS	14				
PBA039-3	6	TT2-3	Core	PR-OR	5	CW-RW	14				

### Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-EPO	Coursework - e-Portfolio
CW-ESS	Coursework - Essay
CW-OT	Coursework Other
CW-PO	Coursework - Portfolio
CW-RW	Coursework - Reflective Writing
IT-PT	Summative in-class test or phase test
PJ-DIS	Coursework - Dissertation Report
PR-OR	Practical - Oral Presentation
PR-PLC	Practical - Placement
WR-I	Coursework - Individual Report

### Administrative Information

Faculty	Faculty of Education, English & Sport
School	School of Education
Head of School/Department	Dr Perry Knight