

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	BA (Hons) Secondary Physical Education with QTS
2	<b>Course Code</b>	US0896
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Department for Education (DfE) and Ofsted

6	Course Description
	<p>If you have a passion for Physical Education and Sport, inspiring and educating young learners, and want the best possible career opportunities after graduating, then this is the course for you.</p> <p>Our roots in delivering Physical Education training go back as far as 1897 and we are now the largest provider of Initial Teacher Education (ITE) in the West Midlands. Our strong partnerships across a diverse range of secondary schools will enable you to gain practical experience that reflects the rich variety of cultural and linguistic influences, religious beliefs and social diversity of Birmingham and the wider West Midlands. This course gives you the opportunity to achieve Qualified Teacher Status (QTS) and teach PE to secondary school pupils aged 11–16, as well as providing some post-16 enhancement.</p> <p>The course aims to develop your PE subject and pedagogical knowledge at degree level, alongside gaining QTS. The combination of professional teaching practice and subject expertise mean you get the best of both worlds – benefitting from the strong partnership between our PE teacher educators and our subject specialists who are at the forefront of practice in their fields. To do this you will be taught across our City Centre Campus and at our Doug Ellis Sport Centre in Perry Barr.</p> <p>Studying this course will enable you to discover the contemporary place and role of Physical Education, School Sport and Physical Activity within the education setting. You will explore the current national curriculum for PE and have opportunities to develop your subject knowledge across a range of physical activities alongside effective teaching pedagogy to deliver high quality PE in the secondary school phase.</p> <p>You will develop a deeper understanding of the PE teaching environment and learn how to meet the needs of learners from a range of socio-cultural settings, as well as pupils with learning barriers and specific education needs, all the while ensuring PE is meaningful and engaging for all. We will look at alternative PE curriculum designs, exploring a combination of traditional and alternative activity pathways, including off-site, outdoor activity experiences, which will widen your skillset as a trainee PE teacher. This means that, in addition to covering more traditional team sports, such as football and netball, and other invasion game activities, you will gain practical experience of gymnastics and dance, net and wall activities and athletics, and</p>

	<p>emerging and alternative physical activities, such as parkour, kinball and adventurous outdoor activities.</p> <p>Across your three years, you take some modules of school-based training. You will spend at least 120 days on placement across the course, with the majority taking place in years two and three of your degree. Your placement experiences are designed to equip you with a wealth of practical experience to develop you as a PE teacher, working in partnership with experienced school subject mentors. You will develop your professional behaviours, as a trainee teacher and immerse yourself into the day-to-day responsibilities of a secondary school PE teacher.</p> <p>In addition to your school placement, you will also have three separate enrichment weeks, which provide you with the opportunity to deepen your understanding of Special Educational Needs and Disabilities (SEND), both in mainstream and specialist school provision, primary education and post-16 provision. In your final year, you will also study an additional subject module and undertake some teaching experience. This will enhance your employability by showing employers you can bring some additional flexibility because you are able to design and deliver the curriculum in another area other than PE.</p>
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<b>7</b>	<b>Course Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Bachelor of Arts with Honours Secondary Physical Education with Qualified Teacher Status.	Level 6	360
<b>7b</b>	<b>Exit Awards and Credits Awarded</b>		
	Certificate of Higher Education Secondary Physical Education Studies	Level 4	120
	Diploma of Higher Education Secondary Physical Education Studies	Level 5	240
	Bachelor of Arts Secondary Physical Education Studies	Level 6	300

<b>8</b>	<b>Variations from the University Regulations</b>
	<p><b>There can be no in-year retrieval or compensation for Professional Practice modules</b></p> <p><b>DFE ITT criteria:</b></p> <p>All accredited ITT providers must:</p> <p><i>ensure that training programmes are designed to provide trainees with:</i></p> <ul style="list-style-type: none"> <li>• <i>at least two school placements;</i></li> <li>• <i>sufficient time being trained in schools in line with the minimum time requirements;</i></li> <li>• <i>the experience they need to demonstrate all the Teachers' Standards for QTS.</i></li> </ul> <p>The Professional Practice modules are governed by the most recent PSRB requirements set out in the DfE Initial Teacher Training Criteria which are Ofsted regulated. The fully developed and evidence informed curriculum ensures that students receive the minimum entitlement of the Core Content Framework which allows them to demonstrate the evidence that they can meet the</p>

requirements of the Teachers' Standards. A system of ongoing assessment includes formative and summative assessment points that are underpinned by regular and focussed observation and feedback practices to allow students to inform their progress against the BCU ITE curriculum.

A system of formative and summative assessment is in operation for the Professional Practice modules, to align with the expectations of the DfE and Ofsted; all programmes of ITT are subject to inspection by Ofsted. Trainee teachers' competence against the BCU curriculum is assessed during their professional experience in the classroom throughout the programme, aligned with the Core Content Framework and professional Teacher Standards.

Professional Practice Placements are to be passed within two attempts (initial attempt and one resit). Therefore, no in-year retrieval, compensation or condonement can be applied to these modules.

All assessments relate to the PSRB requirement of teachers meeting the Teachers' Standards. If trainees do not pass an element of the course, they have not demonstrated key elements of the Teachers' Standards. All Teachers' Standards must be passed before QTS can be recommended.

This course, along with most other ITE programmes, includes an academic award along with recommendation for the award of Qualified Teacher Status (QTS). To be successful, trainee teachers must demonstrate their competence against all the Teachers' Standards. There are 8 Standards covering professional competence in Part 1. Part 2 of the Standards cover personal and professional conduct. This is assessed as one Standard, making a total of 9 Teachers' Standards. Therefore, no condonement can be applied to academic modules.

BA (Hons) Secondary Physical Education with QTS is also exempt from the Standard University Calendar given that it must operate in conjunction with the academic calendar followed by school so that the PSRB requirements for school placements can be facilitated.

**DFE ITT criteria – school placement hours** ITT minimum time allocations throughout the duration of the course:

*Minimum weeks in school placement: 24 (120 days)*

*Minimum hours in classrooms each week during general school placements: 15 on average (average of 3 per day)*

*All ITT courses must be designed so that trainees can experience six weeks (30 days) of 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable.*

**PSRB requirements for the variations required can be sourced here:**

Department for Education Initial Teacher Training (ITT) Criteria: [Initial teacher training \(ITT\): criteria and supporting advice](#)

9 Delivery Patterns			
Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
Full Time	City Centre Campus	3 years	US0896

	Doug Ellis Sports Centre		
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10 Entry Requirements	
<b>Home:</b>	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> or may be found by searching for the course entry profile located on the UCAS website.
<b>EU:</b>	
<b>International:</b>	
<b>Access:</b>	

11 Course Aims	
	Our BA (Hons) Secondary Physical Education with QTS course aims to develop committed, creative, confident and collaborative teachers, ready to deliver high quality Physical Education across a wide variety of secondary education settings. Graduates will be equipped with a range of teaching practice experiences and have a deepened knowledge and understanding of how to apply a range of teaching and learning strategies to engagement, motivate and progress learners within the subject of PE. Graduates will be able to critically reflect upon their teaching and combination with education theory, to continue to develop their practice to meet the needs of the diverse education sector.

12 Course Learning Outcomes	
1	Demonstrate an extensive and up to date critically informed understanding of theoretical concepts relating to high quality pedagogy in physical education, school sport and physical activity.
2	Apply innovative and appropriate pedagogical techniques in a range of appropriate physical education, school sport and physical activity settings to ensure pupil progress.
3	Apply knowledge of anatomy, exercise physiology, health enhancing physical activity, human motor development, and technological advancements to a range of physical education, school sport and physical activity contexts.
4	Create inclusive and meaningful learning environments within PE, school sport and physical activity settings, meeting the needs of all learners.
5	Demonstrate knowledge of safe practice and safeguarding measures to reduce and manage risk in a range of physical education, school sport and physical activity contexts.
6	Be confident in addressing the needs of all learners and their communities within a regional, national and global context, considering the socio-cultural and political factors and how that impacts teaching and learning.
7	Demonstrate excellent subject and pedagogical knowledge and be able to critically reflect on teaching and learning practice.
8	Create a learning environment in which all learners progress and thrive, developing lifelong and life wide learning within PE, school sport and physical activity contexts.
9	Demonstrate the subject knowledge and pedagogical knowledge necessary to meet the standards for the award of QTS.
10	Demonstrate the necessary professional behaviours required when working within a school environment and other external partners.

<b>13</b>	<b>Level Learning Outcomes</b>
	<b><i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i></b>
	Develop and explain professional behaviours in relation to establishing routines, learning theory, assessment, lesson planning, questioning, and adaptive teaching.
	Demonstrate pedagogical knowledge in relation to physical education teaching styles and apply adaptive teaching approaches.
	Develop subject and curriculum knowledge in relation to health and safety in physical education, understanding motor development, domains of learning, student motivation, lifelong & wide learning, and anatomy.
	Develop and apply academic and research skills in relation to understanding sourcing literature, appraising their validity and reliability, and using these effectively in academic assessments.
	<b><i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i></b>
	Explain professional behaviours in relation to behaviour management, cognitive theory, assessment, unit planning, modelling, and adaptive teaching approaches, including effective use of teaching assistants.
	Explain and apply pedagogical knowledge by planning and implementing models-based pedagogies, using technology, and applying classroom-based pedagogies, both in university modules, and applying these within a professional practice.
	Explain subject and curriculum knowledge specifically within an Outdoor and Alternative Activities setting, looking at health and safety planning. To understand the role that fitness, health and wellbeing have in physical education, and to understand the role of physical education qualifications.
	Effectively demonstrate strong academic and research skills by developing an ability to present and write academically and begin to engage more with academic journals for evidence to support an argument.
	<b><i>Upon completion of 60 credits at Level 6 / the Bachelor's degree, students will be able to:</i></b>
	Have a secure understanding of professional behaviours in relation to restorative approaches to behaviour management, further develop safeguarding and wellbeing, metacognition and regulated learning, and curriculum planning.
	Have a secure critical understanding of pedagogical knowledge in relation to curriculum level planning, based upon a personal philosophy of learning and to be able to critically evaluate and apply this understanding within a professional practice.
	Have a secure understanding of subject and curriculum knowledge in relation to subject leadership, including the community in curriculum design, and understanding the historical landmarks of physical education.
	Have a secure understanding of academic and research skills in relation to carrying out an independent research project, and gathering data through a valid, reliable, and ethical methodology, whilst understanding how to effectively critically analyse and present the findings of a project.

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The course learning and teaching approach is centred around a blend of theory and practical based learning, allowing students to develop and apply learning directly in PE and sport related environments. The course design encompasses a wide range of teaching and learning strategies, with modules following a blended learning approach. Much of the module teaching is on campus, whether that be through workshops and seminars, or practical sessions in the PE environment. Other teaching and learning approaches include online lectures, both live and pre-recorded, independent study and directed tasks.</p> <p>You will have the opportunity to apply subject and pedagogical knowledge learnt within your university-based modules, into your school-based training practice, through your professional practice modules. You will experience two contrasting school-based placements, where you will</p>

be developing your teaching practice and professional behaviours in line with the BCU Core Curriculum and QTS expectations. You will be supported, both academically and within your professional practice by course tutors and subject specialists in our secondary school partnership schools.

Your modules will be assessed using a range of methods, such as coursework, presentations, examinations and practical assessments. Throughout your module learning, you will be provided with formative assessment opportunities where your teaching staff will provide feedback on your subject, pedagogical and academic writing skills. Assessment of your teaching practice will be formative in nature, following the BCU Core Curriculum criteria to ensure you meet the requirements for QTS at the end of the course.

**15 Course Requirements**

**15a Level 4:**

***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
EDU4169	The Emerging Teacher	20
EDU4171	Introduction to Secondary Physical Education	20
EDU4172	The Physically Educated Child	20
SPX4004	Human Anatomy and Physiology	20
EDU4202	The PE Specialist	20
EDU4203	Introduction to Academic Skills	20

**Level 5:**

***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
EDU5174	The Inclusive Teacher	20
EDU5178	Applied Pedagogy in Physical Education	20
EDU5216	Developing Excellence in The Physical Education Classroom	20
EDU5217	Alternative and Outdoor Activities	20
EDU5218	Socio-Cultural Factors in Physical Education	20
EDU5219	Professional Practice A	20

**Level 6:**

***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
EDU6297	The Professional Teacher	20
EDU6325	Subject and Curriculum Leadership	20
EDU6327	Additional Subject Knowledge Enhancement Portfolio	20
EDU6296	Professional Enquiry Project	40
EDU6328	Professional Practice B	20

**15b Structure Diagram**
**Level 4**

SEMESTER ONE	SEMESTER TWO
<b>Core</b> EDU4203: Introduction to Academic Skills in Education (20 credits) EDU4171: Introduction to Secondary Physical Education (20 credits) SPX4004: Human Anatomy and Physiology (20 credits)	<b>Core</b> EDU4172: The Physically Educated Child (20 credits) EDU4202: The PE Specialist (20 credits)
<b>All Year Round</b> EDU4169: The Emerging Teacher (20 credits)	

**Level 5**

SEMESTER ONE	SEMESTER TWO
<b>Core</b> EDU5174: The Inclusive Teacher (20 credits) EDU5217: Alternative and Outdoor Activities (20 credits)	<b>Core</b> EDU5178: Applied Pedagogy in Physical Education (20 credits) EDU5216: Developing Excellence in The Physical Education Classroom (20 credits)
<b>All Year Round</b> EDU5218: Socio-Cultural Factors in Physical Education (20 credits) EDU5219: Professional Practice A (20 credits)	

**Level 6**

SEMESTER ONE	SEMESTER TWO
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<b>Core</b> EDU6297: The Professional Teacher (20 credits) EDU6325: Subject and Curriculum Leadership (20 credits) EDU6327: Additional Subject Knowledge Enhancement Portfolio (20 credits) EDU6296: Professional Enquiry Project (40 credits)	
<b>All Year Round</b> EDU6328: Professional Practice B (20 credits)	

<b>16</b>	<b>Overall Student Workload and Balance of Assessment</b>
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**Level 4**
**Workload**
**15% time spent in timetabled teaching and learning activity**

Activity	Number of Hours
Scheduled Learning	184 (15%)
Directed Learning	510 (43%)
Private Study	506 (42%)
<b>Total Hours</b>	1200

**Balance of Assessment**

Assessment Mode	Percentage
Coursework	57%
Exam	17%
In-Person	26%

**Level 5**
**Workload**
**15% time spent in timetabled teaching and learning activity**
\*The following table does not include the professional practice module.

Activity	Number of Hours
Scheduled Learning	150 hours (15%) *
Directed Learning	410 hours (41%) *
Private Study	440 hours (44%) *
<b>Total Hours</b>	1000 *

**Balance of Assessment**

Assessment Mode	Percentage
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Coursework	83%
Exam	0
In-Person	17%

## Level 6

### Workload

#### 9% time spent in timetabled teaching and learning activity

\*The following table does not include the professional practice module.

Activity	Number of Hours
Scheduled Learning	90 hours (9%) *
Directed Learning	345 hours (35%) *
Private Study	565 hours (56%) *
<b>Total Hours</b>	1000 hours *

### Balance of Assessment

Assessment Mode	Percentage
Coursework	83%
Exam	0
In-Person	17%