LEEDS BECKETT UNIVERSITY

Course Specification

MA Physical Education 2018-19
(MPHYE)

www.leedsbeckett.ac.uk
Award and programme title: MA Physical Education (MPHYE)

Level of qualification: Level 7

Interim awards available:

<table>
<thead>
<tr>
<th>Award</th>
<th>Name</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Dip</td>
<td>Post Graduate Diploma Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>PG Cert</td>
<td>Post Graduate Certificate Physical Education</td>
<td>7</td>
</tr>
</tbody>
</table>

Length and status of programme and mode of study

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) Status (FT/PT/SW)</th>
<th>Mode (campus-based / DL or other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Physical Education</td>
<td>FT/ 1 year</td>
<td>Headingley Campus</td>
</tr>
<tr>
<td>MA Physical Education</td>
<td>PT/ 2 years</td>
<td>Headingley Campus</td>
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</tbody>
</table>

Course Specification

Overview and Aims

Physical Education provides a challenging and dynamic focus for post graduate study. Physical education has an important part to play in the education of all young people for healthy, active lifestyles, and yet as a specific subject, its position, identity and status globally within schooling, has long been contested. This course is interested in a critical examination of the contested nature of physical education; how and why particular conceptions of the subject have emerged, and the implications for young people and teachers' identities, opportunities and experiences. A study of Physical Education includes, but is not limited to, the knowledge, understandings and practices that constitute and construct the subject commonplace within schools around the world. Physical Education is about teaching, learning and curriculum, elements that are often interdependent and encompassed under the umbrella concept of ‘pedagogy’. The course uses these and broader
definitions of Physical Education which point to the processes by which individuals are educated in, about, and through the physical – experiences that can happen across a variety of contexts. The core of this course focuses on socio-cultural and educational perspectives in order to critically assess contemporary policy and practice, but provision is made through the option programme for students to broaden their disciplinary focus of study.

The course engages with processes of inclusion and exclusion, and how these are enabled or constrained through policy and pedagogy. Issues of gender, sexuality, race, religion, disability, class and age and their impact on young people and teachers’ opportunities and experiences are explored.

The strength of the course lies in its development of critical, reflexive and scholarly understandings of physical education, and as such, it is appropriate for practising teachers, coaches, sports development officers, youth and community workers, those in leadership positions within the subject, future practitioners, and others interested in developing their knowledge through research informed, higher level study. The course welcomes UK and International students.

The course is informed by international, national and local research conducted within the Research Institute for Sport, Physical Activity and Leisure (RISPAL) in the Carnegie Faculty at Leeds Metropolitan University, and beyond. Many of the course teachers are active researchers in the field of Physical Education and youth sport, ensuring that the student experience is research-informed and reflects current thinking.

Aims:
The course provides opportunities for critical engagement with advanced knowledge, understanding and skills within PE, and for reflection on participants’ own and others’ practice.

More specifically the course aims to:
- Develop knowledge and understanding of contemporary policy and practice within PE.
- Develop a critical understanding of a range of theories, methodologies and research findings in PE and assess their significance and implications for practice.
- Foster the development of research, vocational and professional competencies within PE
- Provide opportunities for critical reflection on own and others’ practice
- Enable students to initiate, develop and implement a sustained, independent piece of research.

Learning Outcomes
1. Demonstrate a critical awareness of a range of theoretical and empirical research within physical education and sport.
2. Demonstrate an understanding of, and ability to apply, key concepts and selected theoretical frameworks to explore contemporary issues and concerns within physical education and sport.
3. Develop a reflexive approach and critically apply research methods, problem solving and ethical approval processes to a topic within Physical Education and Sport.
4. Demonstrate independence and originality in approaching and undertaking a major independent research study in physical education and sport.

Demonstrate a critical appreciation of the work of key professionals in physical education, sport and related employment contexts.

Course Learning Outcomes
On successful completion of this course, students will be able to:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate a critical awareness of a range of theoretical and empirical research within physical education and sport.</td>
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<tr>
<td>2</td>
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<td>Demonstrate a critical appreciation of the work of key professionals in physical education sport and related employment contexts.</td>
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</table>
**Course Structure**

The MA PE consists of 9 x 20 credit modules. Students study 3 core modules; Diversity and Discrimination; Curriculum Pedagogy and Practice and Understanding Young People’s Experiences of PE, a Research Methods module, Major Independent Study (worth 60 credits) and select two electives.

### Full Time Study Pattern

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core (Y)</th>
<th>Semester 2</th>
<th>Core (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Discrimination</td>
<td>Y</td>
<td>Understanding Young People’s experiences of PE</td>
<td>Y</td>
</tr>
<tr>
<td>Curriculum, pedagogy and practice in Physical Education and Youth Sport</td>
<td>Y</td>
<td>Elective 2</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th></th>
<th>Core (Y)</th>
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<tbody>
<tr>
<td>Major Independent Study</td>
<td>Y</td>
</tr>
<tr>
<td>Major Independent Study</td>
<td>Y</td>
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</tbody>
</table>

### Part Time Study Pattern

<table>
<thead>
<tr>
<th>Year One, Semester 1</th>
<th>Core (Y)</th>
<th>Year One, Semester 2</th>
<th>Core (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Discrimination</td>
<td>Y</td>
<td>Understanding Young People’s experiences of PE</td>
<td>Y</td>
</tr>
<tr>
<td>Curriculum, pedagogy and practice in Physical Education and Youth Sport</td>
<td>Y</td>
<td>Elective 1 (or leave for Year 2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two, Semester 1</th>
<th>Core (Y)</th>
<th>Year Two, Semester 2</th>
<th>Core (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>Y</td>
<td>Major Independent Study (or Elective 1)</td>
<td>Y</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td>Major Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

| Year Two, Semester 3 |
|----------------------|----------|
| Major Independent Study | Y |

**Elective Provision:**
The two electives are chosen from the following, subject to availability and viability. Exceptionally, students may make a case to select a module from elsewhere in the Schools of Sport or Education and Childhood masters portfolio, where appropriate and approved by the relevant course leader. The elective provision for the MA PE is:

**Semester One:**
Innovations in Physical Education
Sport Injury and Liability (Sport Management Academic Group)
Student Negotiated Learning (Sport Management Academic Group)
The Management of Human Resources in Sport

Semester Two:
Optimising Learning and Development
Student Negotiated Learning (Sport Management Academic Group)
Health Promotion in children and families (School of Education)
Outdoor and Adventurous Education

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The learning and teaching on the Masters in Physical Education degree places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice students will develop the required knowledge, understanding and experience. The course will focus on developing sound knowledge of the subject (content) and offer ample opportunities to apply their learning whilst enhancing learning through problem solving approaches. The learning approaches will develop students’ independent learning capability and critical thinking skills as well as enhance their career development.

Learning and teaching approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students’ learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

Learning and Teaching Activities

The blend of learning approaches will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module. See course structure and module templates for examples.

Students will be engaged through a variety of teaching and learning approaches whilst studying the Masters in Physical Education degree. Challenging and authentic tasks will be used to stretch the student’s capabilities in real world learning and assessment resulting in a deeper approach to learning.

The following learning and teaching strategies will used across the modules;
Students will attend interactive lectures where they will be expected to contribute having done some preparatory reading in advance
• Students will participate in tutorials where they will work individually and/or small groups to engage with learning activities
• Students will organise and conduct field data collection, analysis and interpretation.
• Students will work independently to research the relevant literature predominantly using electronic databases and search engines.
• Students will complete directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback.
• Students will participate in practical workshops to experience/develop the research skills required (e.g. NVIVO analysis software; Endnote; SPSS )
• Students may be required to lead and participate in practical sessions (e.g. applied pedagogy).

Graduate Attributes (UG only)
N/A

Use of the Virtual Learning Environment

The course uses the VLE and wider online community to support, enhance & link face to face with online materials and to provide a space for students to communicate with each other and the course team. Students are introduced to the VLE in induction week which includes small group work in a computer lab to ensure they can access and navigate effectively. Personal tutors and module leaders check specific aspects of VLE use and proficiency as part of module delivery and formatively assessed activities. Modules will use the VLE and online delivery in a variety of ways which may include:
• A repository for teaching materials to support face to face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, past assessment titles/papers and dissertation handbook.
• Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions.
• Synchronous and asynchronous interactions online such as FAQs, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course ‘community’.
• Communicating with students using a selection of electronic media via consistent channels
• Requesting submissions from students in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms
• Conducting online formative assessments
• Monitoring student engagement through level of engagement in online activities and usage statistics
• Providing formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback
• Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further
• Encouraging staff & students to engage in subject-specific professional networks and professional debate on and offline

The course will use a blended learning approach across all modules. The approach will involve a combination of face-to-face facilitated learning, online learning and self-study. Students will be provided with readings and directed activities to support their learning within the classroom. The blend of these approaches will differ by module.
Use of Blended-Learning

Blended Learning is evident in the major independent study, where, after initial sessions, students engage with their tutor though various means, including online during the progression and completion of the study.

Assessment Strategy

The range of assessments on the course goes beyond essays and includes poster and conference presentations, literature reviews, in-class tests, analysis of personal reflections, reports.

All modules have a significant, cyclical degree of formative feedback and development of context specific academic writing support which has consistently received very positive feedback from students and comments from external examiners and approval panels. Assessment details can be found in the MATS at section 28.

Feedback on Assessed Coursework

Formative and Summative feedback will be used as an integral part of the teaching and learning strategy on the course. Summative feedback will be provided as soon as possible but no later than four weeks after the assessment deadline.

Module leaders will identify in module handbooks the individual feedback strategy which will include the type of feedback to be provided and the time frame for this feedback.

Where possible modules will include peer feedback to enhance the student learning on the module and provide more instant feedback on the assessment.

Students may receive the following types of feedback within the course:

- Group verbal feedback
- Group generic written feedback via e-mail or posted on VLE
- Individual audio feedback
- Individual annotation on scripts
- Individual comment sheets
- Individual verbal feedback with tutor
- Peer written feedback
- Peer verbal feedback

Module Assessment Methods

N/A

Employability and Professional Context
Students have access to university careers support in taught sessions around ‘job-hunting with my post-graduate degree’ as well as access to a range of on-line materials on writing CVs, applying for jobs, writing letters of application, collating and communicating key skills etc. on www.leedsmet.ac.uk/careers

Students come from or move onto, a range of employability or professional contexts. These include:

- Teaching
- PGCE and Schools Direct pre-service teaching awards
- PG research for example MA by Research, M Phil, PhD
- Further Education lecturing
- Working in sport governing bodies
- Local Authorities, Leisure and Sport or charities
- Internships with charities, sport corporations
- Teaching

Value-added elements of the course include:

- Access to research active staff applying research to policy and practice in the workplace
- Opportunity to tailor their own programme of study through accessing a range of electives from across the appropriate Carnegie suite of masters.
- Context specific advice and support on applying for external PhD posts/bursaries etc.
- Engagement with professionals from different PE/youth sport contexts through modules, and/or university events/lectures

Access to Carnegie Research Institute seminar series

**Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at http://www.qaa.ac.uk/reviews-and-reports

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard.
External Examiners may also provide feedback on areas of good practice or potential enhancement.

**Student Support Network**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students’ Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.