



Course Information Form

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

Section A: General Course Information

Course Title	MPhysEd Physical Education (Secondary) (with QTS)
Final Award	MPhysEd Physical Education (Secondary) (with QTS)
Route Code	MEPHEABF
Intermediate Qualification(s)	BA (Hons) Physical Education (Secondary) (with QTS) or BA(Hons) Physical Education (Secondary). see CIF for BAPESABF for details
FHEQ Level	7
Location of Delivery	Bedford Campus
Mode(s) and length of study	Full-time over 4 years
Standard intake points (months)	October
External Reference Points as applicable including Subject Benchmark	<p>FHEQ Level 7 https://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards#</p> <p>QAA Master's Degree Characteristics https://www.qaa.ac.uk/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards#</p> <p>QAA Education Studies Benchmark Statement (2015)</p> <p>Teachers' Standards (QTS) https://www.gov.uk/government/publications/teachers-standards</p> <p>ITT Criteria and Requirements (QTS) https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice</p>

Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Teachers' Standards (QTS) https://www.gov.uk/government/publications/teachers-standards ITT Criteria and Requirements (QTS) https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice
HECoS code(s)	100512
UCAS Course Code	

Course Aims

The Integrated Masters offers a unique pathway into gaining Qualified Teacher Status. Studying this course will enable you to draw from broad subject specific knowledge; secure understanding of theories about teaching and learning; and commitment to continuous improvement. This course aims to develop:

- your critical understanding of teaching and learning, with a particular emphasis Secondary Physical Education;
- your creative application of subject knowledge and expertise to planning, teaching and developing curricula, which is at, or informed by, evidence and practice at the forefront of our profession;
- your independent skills of critical self-evaluation and improvement planning;

and through this development to enhance your independence, creativity and team-working skills, preparing you to influence and lead in educational settings.

You will be supported to demonstrate that you have satisfied the professional criteria which determine recommendation for Qualified Teacher Status (QTS) and, most significantly, to be able to explain and justify how you have met those criteria.

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 future actions.

Successful completion of this course will qualify you to teach children aged 11-16 years. In addition the course offers an enhancement which equips you to teach learners aged 16-19.

Course Learning Outcomes	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 comprehensive 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.
	2	Be confident in Physical Education teaching and have a clear and critical understanding of how all pupils should progress and what you as a teacher should expect them to achieve.
	3	Demonstrate a critical awareness of the place of Physical Education in the whole school curriculum and of whole school and professional issues, functioning creatively as a teacher of young people.
	4	Demonstrate a comprehensive understanding of the philosophy, ideology and research methodologies of Physical Education through current research and evaluation of the theoretical disciplines and their original application in practical contexts.
	5	Demonstrate in-depth and advanced knowledge to enable a flexible, creative and adaptable approach when interpreting and delivering your subject in different curricula within both schools and the community.
	6	Develop as a critically reflective practitioner and a proactive innovator in your approach to teaching and assessing for pupil progress in Physical Education.
7	Plan and teach lessons appropriate to the needs of pupils and organise and manage classes to facilitate efficient and effective learning in Physical Education, in both practical and theoretical aspects. (This should be across the Key Stages 3-4 and include accredited courses e.g. GCSE, A level, BTEC etc).	
The MPhysEd 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 methodologies will include:		

Scheduled sessions – Seminars, practical classes and workshops, tutorials, school placements, fieldwork, lectures and other scheduled online activities.

Guided learning – Directed reading and research, group work, online learning activities, individual and group assessment preparation and peer assisted learning.

Independent and autonomous learning – Independent reading, research, online and other professional learning activities to support your continuing development as a teacher.

There are four progressive school experience placements – one in each year of the course. During each placement you will be supported by a quality assured mentor as well as university-based staff.

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.

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, wikis, cloud-based services and online personal learning networks (PLNs).

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 based tasks should be organised by negotiation with the mentor and/or professional tutor.

Regular target setting and progress review is fundamental to your professional and intellectual development. When in school, you

Teaching, learning and assessment strategies

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 tutor on at least two occasions during the academic year to discuss progress and establish targets.

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 knowledge and understanding.

Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment to ongoing development of that knowledge throughout the course. Also key to the course is a focus on the development of research informed teaching, culminating in an extended systematic study of your own practice (action research project/dissertation). For study at level 7 (Integrated Master's) your work will need to consistently evidence your ability to critically analyse and evaluate practice, methodologies and research.

By embedding the professional requirements for Qualified Teacher Status within the academic requirements of the degree, the course supports you in developing the qualities which define the University of Bedfordshire Graduate Teacher: an independent, reflective, creative, innovative, collaborative and resilient professional who is committed to ongoing personal and professional development.

The assessment for this course seeks to support you in developing your understanding of the interplay between theoretical perspectives and practice based experience. You will be developing your skills of research and evaluation, critical thinking, creativity and independence. The themes for your reflective writing are developed from local and national priorities and, therefore, allow you to develop the evidence of your understanding of values and principles underpinning the Teachers' Standards as they apply to your working context. (Superficial statements of performance against the standards oppose the principles which underpin this course and are not accepted). By building your reflections around these themes, you will generate rich evidence which can contribute to the assessment of your professional performance. Hence, the assessment items are intrinsically connected and, in combination, allow you to demonstrate your achievement of all learning outcomes.

	<p>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 are included in School Experience documentation.</p> <p>Formative use of assessment is embedded throughout the course and is a principle which we would expect you to adopt in your own teaching. You will be supported to become familiar with self- and peer-assessment approaches and to make effective use of feedback on both academic and practice-based aspects of the course, to identify targets for your ongoing development and plan actions to address them.</p> <p>Engagement with published research is a fundamental aspect of the course and you will be supported in developing skills of critical analysis of the literature. Rigorous attention to referencing conventions is, therefore, essential and you will be required to adopt the Harvard system. You will be supported in developing your understanding of plagiarism and poor academic practice to ensure that your work meets the highest standards of ethics.</p>
Learning support	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p>
	<p>https://www.beds.ac.uk/entryrequirements</p>

Admissions Criteria	<p>Approved Variations and Additions to Standard Admission</p> <p>The University specifies standard entry requirements which must be met by all students; these are set out on the university website at www.beds.ac.uk/howtoapply/. For this course additional requirements also apply as follows:</p> <p>All candidates are interviewed and this process consists of: an individual verbal interview, a practical test for games, gymnastics and dance, a short reading and writing task and a numeracy test.</p> <p>Prospective students normally have</p> <ul style="list-style-type: none">• A minimum of 104 UCAS points (260 points in previous tariff) from at least two A Levels OR BTEC Level 3 Diploma/Extended Diploma in a Sports-based pathway (or a combination of the above).• Five passes at GCSE Grade 4 or above (Grades A*- C) or equivalent, including English Language and Mathematics.• Mature candidates, over 21 at the start of the programme, with relevant experience are considered without A-Level passes or equivalent. They still must have the qualifications at GCSE Grade 4 or above in English Language and Mathematics or an equivalent.• All candidates are interviewed to deduce their suitability for teaching.• All students will undergo a Disclosure and Barring Services (DBS) check. <p>The entry requirements for the MPhysEd are the same as the BA (Hons) Physical Education (Secondary) (with QTS) course. You may initially register on the BA or MPhysEd and will continue on to the Integrated Master's course in the final year if you achieve an average grade of 60% in your year 3 units. If you do not achieve 120 credits at level 7 you will be awarded a BA (Hons) with the normal range of classifications and your transcript will detail any credits achieved at level 7.</p>
	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p>

**Assessment
Regulations**

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations'

1. Non semesterised delivery

2. Three assessment points in three 30 credit units that contain a zero-weighted pass/fail placement (PBA004-1, PBA005-2, PSA006-3)

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PBA004-1	Foundations for Learning, Teaching and Inclusion	4	30	Core	TD 1	TD1				TD 2	TD 2								
PBA005-1	Scientific Foundations of Physical Education	4	30	Core	TD 1			TD1 2			TD 12								
PBA006-1	Developing Physical Literacy through Games, OAA and Health	4	30	Core	TD 12	TD1 2			TD1 2	TD 12									
PBA007-1	Developing Physical Literacy through Athletics, Dance, Gymnastics and Swimming	4	30	Core	TD 12	TD1 2			TD1 2	TD 12									
PBA005-2	Teaching for Learning	5	30	Core	DA 12	DA1		DA1		DA 2	DA 2								
PBA006-2	Theoretical Frameworks for Physical Education	5	30	Core	D1 2			DA1 2			D1 2								
PBA007-2	Applied Physical Literacy through Health, Games and OAA	5	30	Core	D1 2	DA1 2			DA1 2	DA 1	D2								
PBA008-2	Applied Physical Literacy through Athletics, Dance, Gymnastics and Swimming	5	30	Core	D1 2	DA1 2			DA1 2										
PBA019-3	Processes and Product – Reflections on Practice in Dance and OAA	6	15	Core	DA 12	DA1 2	DA1 2		DA1 2	DA 12									
PBA020-3	Movement Replication in Gymnastics and Swimming	6	15	Core	DA 12	D12	D12		D12	D1 2									
PBA021-3	Developing Pedagogy in Athletics & Games Activities	6	15	Core	D1 2	D12	D12		DA1 2	DA 12									
PBA022-3	Cultural Perspectives on Teaching Physical Education	6	30	Core	D2	DA1 2	DA1 2	DA1 2											
PBA032-3	Pedagogies for Practical and Classroom Contexts	6	30	Core	DA 12	DA1 2		DA1 2	DA1 2	DA 12	D1 2								
PBA034-3	Promoting Health and Wellbeing in Schools	6	30	Core	DA 12		DA1 2	DA1 2	DA1 2	DA 2									

PSA006-3	The Reflective Practitioner	6	30	Core		DA1 2	DA1 2	DA1 2	DA2	DA 2	DA 2								
PSA007-3	Teachers and the Pastoral Curriculum	6	15	Core	DA 12		DA1 2		DA1 2										
PSA008-3	Reflecting on Teaching	6	30	Core	DA 12	DA1 2	DA1 2	DA1 2	DA1 2	DA 12	DA 12								
PSA009-3	The Action Research Project	6	30	Core	DA 12	DA1 2		DA1 2		DA 12	DA 2								

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PBA004-1	Foundations for Learning, Teaching and Inclusion	4	30	Core	TD 1	TD1				TD 2	TD 2								
PBA005-1	Scientific Foundations of Physical Education	4	30	Core	TD 12			TD1 2			TD 12								
PBA006-1	Developing Physical Literacy through Games, OAA and Health	4	30	Core	TD 12	TD1 2			TD1 2	TD 12									
PBA007-1	Developing Physical Literacy through Athletics, Dance, Gymnastics and Swimming	4	30	Core	TD 12	TD1 2			TD1 2	TD 12									
PBA005-2	Teaching for Learning	5	30	Core	DA 12	DA1		DA1		DA 2	DA 2								
PBA006-2	Theoretical Frameworks for Physical Education	5	30	Core	D1 2			DA1 2			D1 2								
PBA007-2	Applied Physical Literacy through Health, Games and OAA	5	30	Core	D1 2	DA1 2			DA1 2	DA 1	D2								
PBA008-2	Applied Physical Literacy through Athletics, Dance, Gymnastics and Swimming	5	30	Core	D1 2	DA1 2			DA1 2										
PBA019-3	Processes and Products - Reflections on Practice in Dance and OAA	6	15	Core	DA 12	DA1 2	DA1 2		DA1 2	DA 12									
PBA020-3	Movement Replication in Gymnastics and Swimming	6	15	Core	DA 12	D12	D12		D12	D1 2									
PBA021-3	Developing Pedagogy in Athletics and Games Activities	6	15	Core	D1 2	D12	D12		DA1 2	DA 12									
PSA006-3	The Reflective Teacher	6	30	Core		DA1 2	DA1 2	DA1 2	DA2	DA 2	DA 2								
PSA007-3	Teachers and the Pastoral Curriculum	6	15	Core	DA 12		DA1 2		DA1 2										

PSA032-3	Pedagogies for Practical and Classroom Contexts	6	30	Core	DA 12	DA1 2		DA1 2	DA1 2	DA 12	D1 2							
PSA001-6	Reflecting on Teaching	7	30	Core	DA 12	DA1 2	DA1 2	DA1 2	DA1 2	DA 12	DA 12							
PSA002-6	Cultural Perspectives on Teaching Physical Education	7	30	Core	DA 2	DA1 2	DA1 2	DA1 2										
PSA003-6	Promoting Health and Wellbeing in School	7	30	Core	DA 12		DA1 2	DA1 2	DA1 2	DA 2								
PSA004-6	The Action Research Project	7	30	Core	DA 12	DA1 2		DA1 2		DA 12	DA 12							

Section C: Assessment Plan

The course is assessed as follows :

BAPESABF- BA (Hons) Physical Education (Secondary) (with QTS)

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
PBA004-1	4	TY	Core	WR-I	44	PR-PLC	7	CW-RW	19		
PBA005-1	4	TY	Core	EX-PT	49	WR-LAB	15				
PBA006-1	4	TY	Core	PR-ORAL	45	EX-PT	49	EX-PT	18		
PBA007-1	4	TY	Core	PR-OT	49	PR-OT	16	WR-I	17		
PBA005-2	5	TY	Core	CW-OT	50	CW-RW	9	PR-PLC	23		
PBA006-2	5	TY	Core	CW-ESS	48	CW-RW	9	PR-PLC	23		
PBA007-2	5	TY	Core	CW-ESS	2	EX-PT	11	CW-ESS	11		
PBA008-2	5	TY	Core	CW-OT	50	CW-OT	10	CW-ESS	12		
PBA019-3	6	TT1	Core	CW-EPO	51						
PBA020-3	6	TT1	Core	CW-ESS	50						
PSA007-3	6	TT1	Core	CW-EPO	50						
PBA021-3	6	TT2/T T3	Core	CW-ESS	18						
PBA022-3	6	TT2/T T3	Core	PR-ORAL	11	CW-RW	17				
PBA034-3	6	TT2/T T3	Core	PR-ORAL	13	CW-CS	19				
PSA006-3	6	TT2/T T3	Core	PR-PLC	10	CW-RW	12	CW-ESS	21		
PSA008-3	6	TTY	Core	PR-PLC	51	CW-ESS	17				
PBA032-3	6	TY	Core	CW-ESS	15	WR-I	19				
PSA009-3	6	TY	Core	CW-OT	43	PJ-DIS	5				

MEPHEABF- MPhysEd Physical Education (Secondary) (with QTS)

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
PBA004-1	4	TY	Core	WR-I	44	PR-PLC	7	CW-RW	19		
PBA005-1	4	TY	Core	EX-PT	49	WR-LAB	15				
PBA006-1	4	TY	Core	PR-ORAL	45	EX-PT	49	EX-PT	18		
PBA007-1	4	TY	Core	PR-OT	49	PR-OT	16	WR-I	17		
PBA005-2	5	TY	Core	CW-OT	48	CW-RW	9	PR-PLC	23		
PBA006-2	5	TY	Core	CW-ESS	2	PR-ORAL	9				
PBA007-2	5	TY	Core	CW-ESS	2	EX-PT	11	CW-ESS	11		
PBA008-2	5	TY	Core	CW-OT	50	CW-OT	10	CW-ESS	12		
PBA019-3	6	TT1	Core	CW-EPO	51						
PBA020-3	6	TT1	Core	CW-ESS	50						
PSA007-3	6	TT1	Core	CW-EPO	50						
PBA021-3	6	TT2/T T3	Core	CW-ESS	18						
PSA006-3	6	TT2/T T3	Core	PR-PLC	10	CW-RW	12	CW-ESS	21		
PBA032-3	6	TY	Core	CW-ESS	15	WR-I	19				
PSA002-6	7	TT2/T T3	Core	PR-ORAL	11	CW-RW	17				
PSA003-6	7	TT2/T T3	Core	PR-ORAL	13	CW-CS	19				
PSA001-6	7	TTY	Core	PR-PLC	51	CW-ESS	17				
PSA004-6	7	TY	Core	CW-OT	43	PJ-DIS	5				

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-RW	Coursework - Reflective Writing
PJ-DIS	Coursework - Dissertation Report
PR-OT	Practical - Other Skills Assessment
PR-PLC	Practical - Placement
WR-I	Coursework - Individual Report
WR-LAB	Coursework - Laboratory Report

Administrative Information

Faculty	Faculty of Education and Sport
School	School of Teacher Education
Head of School/Department	Perry Knight
Course Coordinator	Sophy Bassett