



## Module Descriptor

<b>Title</b>	Physical Education		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	UGED08009	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	C Stewart		

### Summary of Module

This module will extend student learning in the area of Physical Education. It will focus on developing content knowledge across a wide range of areas to underpin student teacher practice in Physical Education. This module will explore the physical benefits of movement as well as develop the students' understanding of the concepts required to be physically literate and how they link to learning. During the module students will develop their personal knowledge across a range of activities / contexts and expand their understanding of the principles of movement and physical literacy. Students will apply this knowledge to the current context with Scottish Education and engage with appropriate curricular documentation such as the Benchmarks for Physical Education.

As well as theoretical inputs this module is practically based and will require students to be physically active throughout the duration of the course. The physical aspect of the course will also be expected to continue out with any University based workshops.

This module will support students to work towards the following areas of the SPR: Professional Commitment (1.2), Have knowledge and understanding of Curriculum Design (2.1.3); Read and critically engage with professional literature, educational research and policy (3.3.1), Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2). It will also underpin many of the areas contained within Professional Skills and Abilities (3) and students will be expected to apply learning from this module to future practice in Physical Education.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
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<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Demonstrate a broad knowledge and understanding of Physical Education within the current Scottish Educational context.
<b>L2</b>	Apply knowledge & understanding of the skills and related issues in Physical Education using a range of communication modes such as graphical representations, concept mapping, audio-visual media, blogs etc.
<b>L3</b>	Analyse the ways in which Physical Education, Physical Activity and Sport can impact academic performance and pupil's ability to learn.
<b>L4</b>	Critically analyse their personal development of skills relevant to Physical Education
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrate specialist Knowledge and Understanding of the main concepts involved in physical education including physical literacy and the principles of movement. Demonstrate an awareness and understanding of some of the major contemporary issues explored and the multiple perspectives that impinge on them
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Apply knowledge, skills and understanding in using a range of skills, techniques, practices and materials associated with Physical Education.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in Physical Education.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Convey complex information via face to face and online group discussion with peers using a range of ICT applications.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Exercise autonomy and initiative in personal research undertaken during the module and demonstrate ability to support others via peer assessment. Show awareness of own and others' roles and responsibilities when carrying out group tasks.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

### Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the Aula VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research based learning, enquiry-based learning, student presentations, student-led discussions. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is required throughout. Learning activities develop 21st century skills such as communication, collaboration, creativity, and critical thinking. Learning activities, assessment and feedback, where appropriate, provide students with choice, such as which activity content they would like to develop during the module.

#### Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

#### Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery

7

Tutorial / Synchronous Support Activity

7

Asynchronous Class Activity

7

Independent Study

165

Laboratory / Practical Demonstration / Workshop

14

Please select

**TOTAL**

200

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Bouchard, C, Blair, S, Haskel, W (2007) Physical Activity and Health. Human Kinetics

Carlson S, Fulton J, Lee S, et al. "Physical Education and Academic Achievement in Elementary School: Data From the Early Childhood Longitudinal Study." American Journal of Public Health, 98(4), 721–727, February 2008.

Education Scotland (2009). Curriculum for Excellence Physical Education: Principles and Practice.

URL:[https://www.educationscotland.gov.uk/Images/health\\_wellbeing\\_principles\\_practice\\_to\\_m4-540107.pdf](https://www.educationscotland.gov.uk/Images/health_wellbeing_principles_practice_to_m4-540107.pdf)

Education Scotland (2017) Physical Education Benchmarks.

URL: <https://education.gov.scot/nih/Documents/HWBPhysicalEducationBenchmarksPDF.pdf>

Faucette, N., Nugent, P., Sallis, J. F., & McKenzie, T. L. (2002). "I'd rather chew on aluminum foil." Overcoming classroom teachers' resistance to teaching physical education. *Journal of Teaching in Physical Education*, 21, 287-308.

\*Lawrence, J (2012) Teaching primary physical education London: SAGE

Pickup, I and Price, L (2007) Teaching physical education in the primary school : a developmental approach. New York, NY : Continuum International Pub. Group,

Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport*, 70, 127-134.

Alongside these resources students will be expected to engage in research related to developing content knowledge across a range of activities in Physical Education.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

### **Equality and Diversity**

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented

electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part.

Through studying this module, student teachers develop knowledge and understanding of curriculum content and its relevance to the education of every learner and biases and their impact on people and practices and challenge these.

A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	L Barrett
<b>External Examiner</b>	F Hendry
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.08

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Assessment 1 – Presentation. Students will produce and share a presentation that critically analyses their own personal development in Physical Education. The oral presentation comprises 40% of the total module assessment.

#### Assessment 2

Assessment 2 – Written Assignment. Students will produce a written assignment (2000 words) in which they will reflect on their knowledge and understanding of physical education within the current Scottish Education context. The written assignment comprises 60% of the total module assessment.

#### Assessment 3

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(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	1

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	1

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	2 hours

### Change Control

What	When	Who
new template no changes	Mar 25	L Barrett