

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Physical Education			
Code: UGED08009	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Stewart		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a broad knowledge and understanding of Physical Education within the current Scottish Educational context.
L2	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.
L3	Analyse the ways in which Physical Education, Physical Activity and Sport can impact academic performance and pupil's ability to learn.
L4	Critically analyse their personal development of skills relevant to Physical Education
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8 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.	
Practice: Applied Knowledge and Understanding	SCQF Level 8 Apply knowledge, skills and understanding in using a range of skills, techniques, practices and materials associated with Physical Education.	
Generic Cognitive skills	SCQF Level 8 Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in Physical Education.	
Communication, ICT and Numeracy Skills	SCQF Level 8 Convey complex information via face to face and online group discussion with peers using a range of ICT applications.	
Autonomy, Accountability and Working with others	SCQF Level 8 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.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

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.	
Learning Activities 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	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

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 21 st 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.	
Lecture/Core Content Delivery	7
Laboratory/Practical Demonstration/Workshop	14
Tutorial/Synchronous Support Activity	7
Asynchronous Class Activity	7
Independent Study	165
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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_tcm4-540107.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.

Click or tap here to enter text.

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	BA Education
Moderator	L Barrett

External Examiner	F Hendry
Accreditation Details	General Teaching Council for Scotland
Changes/Version Number	1.08 Reviewed and Revised for the 22/23 Session. Minor changes to the overview and learning and teaching session.

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment consists of seminar papers, VLE tasks and activities. The development of practical skills and the reflective evaluation of these skills will also be formatively assessed.

Summative assessment consists of two components:

- 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.
- 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.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment tasks and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for summative assessments.

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 – 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.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓		✓		40	1

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assignment	✓	✓	✓			60	1

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	2 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)