

Title of Module: Introduction to Physical Education

Code: SPOR08037	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	David Meir		

Summary of Module

The aim of the module is for students to enhance their awareness and understanding of contemporary approaches to Physical Education. The module provides the opportunity for students to explore several key aspects of Physical Education. Whilst module content will be contextualised and flexible to reflect existing and emerging aspects, content is expected to focus on political influence, policy, the rationale for, and complexities of curriculum development, lifelong participation, health and wellbeing and the role of Physical Education in addressing wider social and educational objectives.

This module will assist the student in the development of key **'I am UWS Graduate Attributes'** to allow those that complete this module to be:

Universal:

- Ethically Minded
- Culturally Aware
- Collaborative

Work Ready:

- Knowledgeable
- Effective Communicator
- Ambitious

Successful:

- Innovative
- Resilient
- Driven

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>
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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)

Paisley:	Ayr:	Dumfries:	Lanarkshire	London	Distance/Online Learning	Other
	✓					

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Analyse contemporary approaches to Physical Education.
- L2. Practically demonstrate contemporary approaches to Physical Education.

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 (Kand U)	<p>SCQF Level 8.</p> <p>Gaining a knowledge of the scope, defining features, and main areas of Physical Education policy and curriculum.</p> <p>Gaining an awareness and understanding of some current issues in Physical Education policy and curriculum.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Carrying out routine lines of enquiry into professional level problems and issues within Physical Education.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertaking a synthesis of ideas, concepts, information and issues that are within the common understandings in Physical Education.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Conveying complex information to a range of audiences and for a range of purposes.</p> <p>Using a range of standard ICT applications to process and obtain data</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Managing resources within defined areas of work.</p> <p>Practicing in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.</p> <p>Working under guidance, with others to acquire an understanding of current professional practice</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
The teaching and learning approach will utilise a combination of blended and face to face delivery. Core theoretical content will be predominantly delivered through a series of online materials, including activities and required reading in preparation for taught sessions. Face to face sessions will comprise applied lectures, seminars, and practical sessions. Much of the learning will be achieved through directed independent study tasks, face to face lectures, group work and/or class discussion, applied practical sessions and creative problem solving.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Asynchronous Class Activity	12
Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	12
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Core Text
Stidder, G., & Hayes, S. (Eds.). (2012). Equity and Inclusion in Physical Education and Sport (2nd ed.), Routledge.
Journals
Physical Education and Sports
Pedagogy. European Review of Physical
Education. Sport, Education and
Society.
<small>(**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)</small>

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Raleigh Gowrie
External Examiner	M Moran
Accreditation Details	<i>N/A</i>
Version Number	1.01 New version created from Cached copy.

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1. Presentation - 50%

Assessment 2. Practical Skills Assessment - 50%

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1				
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting(%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		50	0

Component 2				
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting(%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		✓	50	0
Combined Total For All Components			100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

Please refer to the UWS Equality and Diversity Policy at the following link:

[UWS Equality and Diversity Policy](#)

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