**Module Descriptor**

| | | | |
|---|---|---|---|
| **Title** | Contemporary Issues in Physical Education | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | SPOR09051 | **SCQF Level** | 9 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Raleigh Gowrie | | |

**Summary of Module**


This module aims to investigate and evaluate the impact of contemporary developments in physical education, physical activity and school sport (PEPAS). It considers pertinent issues that impact upon their nature and purpose, and their position and significance within the school. The module is constructed around two themes:

The nature and context of PEPAS

This theme considers central epistemic perspectives within PEPAS. It traces a series of salient and enduring themes evident over the contemporary era, including: the changing nature and structure of physical education; current philosophical debate around the nature and purpose of PEPAS; and critical consideration of the emergence of healthism in PEPAS.

New dimensions in PEPAS

This theme aims to examine critically the assumptions upon which practices in, and beliefs about PEPAS, are shaped. It does so by exploring a range of social and technological issues designed to prompt reflection on the aims, priorities, content and methods of delivery of PEPAS. Dimensions covered within this theme include: affective development through PEPAS; exploring ideas of social justice; supporting talent and giftedness; inclusion and exclusion; differentiation and polarisation in PEPAS; assessment in PEPAS; and the opportunities presented to enhance teaching through ICT. International perspectives on PEPAS are also considered.

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:

Critical Thinker

Emotionally Intelligent

Collaborative

Work Ready:

Problem -solver

Motivated

Potential Leader

Successful:

| |
|---|
| Innovative<br>Resilient<br>Transformational |

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
|---|---|---|---|---|---|---|
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
|---|---|
| **L1** | Examine contemporary social and philosophical debates impacting on the status and development of PEPAS. |
| **L2** | Reflect critically on evident practice in PEPAS. |
| **L3** | Demonstrate knowledge and application of a range of research in PEPAS. |
| **L4** | |
| **L5** | |

| **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 9**<br>Demonstrating knowledge of the scope, defining features, and main areas of the related disciplines of physical education and school sport.<br>A discerning understanding of a defined range of core theories, concepts, principles and terminology. |

[1] 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.

[2] 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.

[3] 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.

[4] 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

| | |
|---|---|
| | Possessing an awareness and understanding of some major current issues and specialisms.<br><br>Demonstrating an awareness and understanding of research and equivalent scholarly/academic processes. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 9**<br><br>SCQF Level 9.<br><br>Applying knowledge, skills and understanding:<br><br>Using a range of professional skills, techniques, practices and/or materials associated with the disciplines, a few of which are advanced and/or complex.<br><br>Carrying out routine lines of enquiry, development and investigation into professional level problems and issues.<br><br>Adapting routine practices within accepted standards. |
| **Generic Cognitive skills** | **SCQF 9**<br><br>Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues that are within the common understandings in the related disciplines.<br><br>Using a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined problems and issues. |
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br><br>Use a wide range of routine skills and some advanced and specialised skills associated with the subject/discipline, for example:<br><br>Convey complex information to a range of audiences and for a range of purposes.<br><br>Use a range of standard ICT applications to process and obtain data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 9**<br><br>Exercising autonomy and initiative in some activities at a professional level.<br><br>Taking significant managerial or supervisory responsibility for the work of others in defined areas of work.<br><br>Managing resources within defined areas of work.<br><br>Taking the lead on planning in familiar or defined contexts.<br><br>Taking continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.<br><br>Dealing with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance. |

| **Prerequisites** | **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. |

On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)

Asynchronous activities will be provided and designed as supplementary activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time.

A 20-credit module constitutes 200 hours of total learning and assessment time for the student, or c.13 hours per week over a 15-week term.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 15 |
| Laboratory / Practical Demonstration / Workshop | 9 |
| Independent Study | 164 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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

Evans, J. (2018) PE, Sport and Schooling, Routledge, London.

Hodge, S., et al (2020) Case Studies in Adapted Physical Education, Routledge, London.

Lawson, H (2019) Re-designing Physical Education: An equity agenda in which every child matters, Routledge, London.

Lynch, S., et al (2022) Pedagogies of Social Justice in Physical Eucation and Youth Sport, Routledge, London.

**(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**

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

100% Attendance at all module events and consistent weekly engagement with online materials.

| 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.**<br><br>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. |
| **(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** | **Sport Exercise Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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.** |
| **School Assessment Board** | Sport, Exercise & Health |
| **Moderator** | Liz Carlin |
| **External Examiner** | J Salter |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| Assessment (also refer to Assessment Outcomes Grids below) |
|---|
| **Assessment 1** |
| Creative output. |
| **Assessment 2** |
| Portfolio - written work. |
| **Assessment 3** |
| |
| (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.<br><br>(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 |
|---|---|---|---|---|---|---|---|
| Creative output/ Audiotapes/ Videotapes/ Games/ Simulations | ☒ | ☐ | ☐ | ☐ | ☐ | 50 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Portfolio of written work | ☐ | ☒ | ☒ | ☐ | ☐ | 50 | 0 |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

| What | When | Who |
|---|---|---|
| Delivery hours updated | 11/03/26 | Raleigh Gowrie |
| Module delivery method updated | 11/03/26 | Raleigh Gowrie |
| Module Moderator updated | 18/03/26 | Sarah Darroch |
| | | |
| | | |
| | | |
| | | |