Title of Module: Advanced Physical Education			
Code: SPOR10041	**SCQF Level: 10** (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
This module builds upon the content of the prerequisite L9 module Contemporary Issues in Physical Education and School Sport. The module provides the opportunity for students to develop their knowledge and understanding of advanced perspectives within Physical Education, apply those perspectives practically and critically self-evaluate their practical application. The module content will be contextualised and flexible to reflect the constantly evolving nature of Physical Education and is expected to explore, but not limited by, the following: Critical Perspectives   Social Justice   Lifestyles   Inclusion   Holistic Development   Learner Centred Approaches   Domains of Learning   Values   Health & Wellbeing   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   • Analytical   • Research Minded   **Work Ready:**   • Knowledgeable   • Influential   • Ambitious   **Successful:**   • Innovative   • Creative   • Transformational

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				
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. **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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Appraise advanced perspectives of Physical Education.
L2. Practically apply advanced perspectives of Physical Education.
L3. Critically evaluate the practical application of advanced perspectives of 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 (K and U)	SCQF Level 10. Demonstrating detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, Physical Education.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Using skills, techniques, practices that are specialised, advanced and at the forefront of Physical Education.
Generic Cognitive skills	SCQF Level 10. Critically identifying, defining, conceptualising and analysing complex problems and issues in Physical Education. Critically reviewing and consolidating knowledge, skills, practices and thinking in Physical Education.
Communication, ICT and Numeracy Skills	SCQF Level 10. Presenting or conveying, formally and informally, information about specialised topics to informed audiences.

Autonomy, Accountability and Working with others	SCQF Level 10. Practising in ways that show awareness of own and others' roles and responsibilities. Managing complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.	
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 activities in a flexible, hybrid approach to delivery.? Theoretical content will be made available through the virtual learning environment including activities and required reading in preparation for taught sessions. Much of the learning will be achieved through directed independent study tasks. Synchronous sessions will comprise of a balanced blend of lectures, seminars and applied practical sessions involving group work, class discussion and creative problem solving.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	15
Laboratory/Practical Demonstration/Workshop	15
Asynchronous Class Activity	6
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 Capel, S & Blair, R (Eds.). (2020) Debates in physical education (2nd ed). London, Routledge. Journals Physical Education and Sports Pedagogy. European Review of Physical Education.	

Sport, Education and Society.
(**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)
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	N/A
Version Number	1

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Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 will assess students through a poster presentation.
Assessment 2 will assess students through practical application and oral evaluation.
(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)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Demonstrations/ Poster	✓			30	0	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
presentations/ Exhibitions						

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		✓	✓	70	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)