

Module Code:	SPT510
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Module Title:	Theoretical and Practical Insights into Physical Education
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Level:	5	Credit Value:	20
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Cost Centre(s):	GASP	<u>JACS3</u> code:	C600
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School:	Social & Life Sciences	Module Leader:	Karen Rhys Jones
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Sports Coaching and Performance Development	<input type="checkbox"/>	✓
BSc (Hons) Sport, Health and Performance Science	<input type="checkbox"/>	✓

Pre-requisites
None

Office use only

Initial approval: 13/08/2018

Version no: 2

With effect from: 01/09/2018

Date and details of revision:

Version no: 2

Module Aims

This module aims to:

- Develop an awareness of physical education (PE) within current educational structures.
- Promote an understanding of the importance of a good educational experience and the place of PE and physical educators within such a system.
- Develop an understanding of Physical Literacy and its relevance to today's health and education agendas.
- Explore pedagogical approaches within Physical Education that ensure the development of lifelong participants in physical activity.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Examine the importance of a good educational experience within PE and evaluate the changing role of the PE teacher in this context.	KS1	KS2
		KS8	
2	Evaluate the 'holistic' development of the child within the context of PE.	KS1	KS3
		KS10	
3	Explore the relevance of 'Physical Literacy' to today's health and education agenda.	KS1	KS6
		KS9	
4	Analyse the issues surrounding physical activity in the educational setting affecting the development of lifelong participants in physical activity.	KS1	KS2
		KS7	

Transferable skills and other attributes

Research skills, presentation skills, problem-solving, networking, co-operation, questioning, critical analysis of information, comment and reflection.

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment 1: Presentation

The student will be required to give a presentation (individual) drawing on theoretical underpinning. Discuss how physical literacy is relevant to today's health and education agenda.

Assessment 2: Portfolio

The students will be required to complete a portfolio of evidence documenting the learning, which has taken place during the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	3 & 4	Presentation	50		20 mins
2	1 & 2	Portfolio	50		2000 words

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences and observations of the participants. This will include a blend of lectures, workshops, individual & group work, directed self-study, tutorials and activities to encourage reflection and evaluation. The use of the VLE (Virtual Learning Environment) will be encouraged through interactive activities, forums and discussion groups. Learning will also be facilitated by the students undertaking a placement in a local school to enhance their knowledge and understanding.

Syllabus outline:

- Theoretical concepts in learning and teaching in physical education
- The importance of physical education in school and for future life
- Physical Literacy and its relevance to today's health and education agenda.
- National Curriculum for Physical Education and links with wider physical activity agendas
- Age phases and stages for Physical Development and Physical Education
- Strategy documents in Physical Education.
- How learning contributes to the development of the whole child.
- Principles of good teaching; factors contributing to a good lesson.
- Links with schools, community sport, partnerships.
- Participation in practical National Curriculum activities.
- Inclusive physical education

Indicative Bibliography:**Essential reading**

DCELLS (2008), Physical Education in the National Curriculum in Wales. Cardiff: Welsh Assembly Government

Donaldson, G. (2015), Independent Review of Curriculum and Assessment Arrangements in Wales. Crown Copyright.

Whitehead, M. (ed.) (2010), Physical literacy: Throughout the Lifecourse, Oxon: Routledge.

Other indicative reading

Green, K. (2008), Understanding physical education. London: Sage Publications.

Morley, D. and Bailey, R. (2006), Meeting the Needs of your most able pupils: Physical Education and Sport. London: Routledge.

Pickup, I. and Price, L. (2007), Teaching Physical Education in the Primary School. London: Continuum.

Vickerman, P. (2007), Teaching Physical Education to Children with Special Educational Needs. London: Routledge.

Examples of journal articles:

Corlett, J. and Mandigo, J. (2012), 'A Day In The Life: Teaching Physical Literacy', Physical and Health Education, Summer, pp. 18 – 22.

Ladda, S. (2014), 'Physical Literacy is a Social Justice Issue!', Journal of Physical Education, Recreation & Dance, Vol. 85, Issue 5, pp 3-4.

Sprake, A. and Palmer, C. (2012), 'A Brief Walk Through the Changing Role of Physical Education in the National Curriculum', Journal of Qualitative Research in Sports Studies, Vol. 6, No. 1, pp. 71-82.