

MODULE SPECIFICATION FORM

Module Title: Practical Aspects of Physical Education and Sport in the Curriculum	Level: 5	Credit Value: 20
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Module code: SPT509	Cost Centre: GASP	JACS2 code*: C600
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Semester(s) in which to be offered:	With effect from: Sept 2011
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Existing/New: New	Title of module being replaced (if any): None
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Originating Academic area:	Sport & Exercise Sciences	Module Leader:	Karen Rhys Jones
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Module duration (contact hours/directed/directed private study):	40/60/100	Status: Option	BSc (Hons) Sport Coaching
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Percentage taught by originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BSc (Hons) Sport Coaching	None	None

<p>Module Aims:</p> <ol style="list-style-type: none"> 1. Develop an awareness of sport and physical education (PE) within an educational setting. 2. Promote an understanding of the importance of a good educational experience and the place of PE and physical educators within the educational setting. 3. Provide students with their subject knowledge and skills to understand the national curriculum, teaching and the management of lesions. 4. Develop and understanding of teaching strategies.
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Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Evaluate the principles and value of physical education in the educational setting.
2. Evaluate different teaching strategies to enhance learning and skill acquisition.
3. Understand how sport and physical education can facilitate and interact with each other.

Transferable/Key Skills and other attributes:

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

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Essay on the role of the PE teacher

Drawing on theoretical underpinning students will evaluate the role of the PE teacher as an important and complex position in the educational setting. **(Learning Outcome: 1 & 2).**

Portfolio

Utilising the learning and teaching experience gained within this module students will complete the relevant tasks assigned to designated weeks. The student's portfolio will contain satisfactory completion of these tasks. Where appropriate the task should be well referenced using the department reference system. The portfolio should be presented in a professional manner. **(Learning Outcome: 3 & 4).**

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1,2 and , 3	Portfolio	100%		4000words equivalent

Learning and Teaching Strategies: The module will include lectures, practical's, tutorials, guest speakers, school visits and self-directed study. Students will be required to work co-operatively with a local school / college to explore issues surrounding physical education.

Syllabus outline:

- Theoretical concepts in teaching Physical Education
- The nature of Physical Education and sport in schools
- National Curriculum for Physical Education
- Age phases and stages for Physical Development and Physical Education
- Strategy documents profiling Physical Education.
- Variation between the home countries.
- Importance of Physical Education; how each activity area contributes to the development of the whole child.
- Learning and teaching styles; pedagogy.
- Assessment for Learning, Assessment of Learning.
- Principles of good teaching; factors contributing to a good lesson.
- Participation in practical National Curriculum activities.
- Self-evaluation activity: Preparing for a career in PE teaching

Bibliography

Essential reading:

Bailey, R. and Macfadyen, T. (2000) *Teaching physical education 5-11*. London: Continuum.

Pickup, I. & Price, L. (2007) *Teaching Physical Education in the Primary School*. Continuum

Other indicative reading:

AfPE Safe Practice 2008

DCELLS (2008) *Physical Education in the National Curriculum for Wales*. WAG

Colvin, A.V., Egner Markos, N.J. & Walker, P.J. (2000) *Teaching the nuts and bolts of physical education. Building basic movement skills*. Champaign: Human Kinetics.

Doherty, J. & Bailey, R. (2003) *Supporting Physical Development and Physical Education in the Early Years*. Open University Press

DFE (2000) *Physical Education in the National Curriculum*. HMSO

Graham, G. (2001) *Teaching children Physical Education. Becoming a master teacher (2nd ed)* Champaign: Human Kinetics

Hardy, C. & Mawer, M. (1999) *Learning and Teaching in Physical Education*. Routledge.

Journal - *Physical Education Matters*

Students will be directed to read other books and literature during the sessions. A Physical Education booklist is also held on Moodle.

- http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf
- <http://www.physical-literacy.org.uk/articles.php>
- <http://new.wales.gov.uk/topics/educationandskills/publications/guidance/specialedneedscoop/?lang=en>
- <http://www.teachernet.gov.uk/wholeschool/sen/>
- <http://www.afpe.org.uk>
- <http://www.qca.org.uk>
- <http://www.estyn.gov.uk>
- <http://new.wales.gov.uk>