University of the
West of England
BRISTOL

## CORPORATE AND ACADEMIC SERVICES

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Sports, Exercise and Health Pedagogies | | | | | |
| Module Code | UISXPR-30-2 | | Level | 2 | Version | 1 |
| Owning Faculty | Hartpury | | Field | Sport | | |
| Contributes towards | FdSc Sports Studies | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard | |
| Pre-requisites | None | | Co-requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| Valid From | 01 September 2013 | | Valid to | 01 September 2019 | | |

| CAP Approval Date | 24 June 2013 |
|---|---|

| Part 2:  Learning and Teaching | |
|---|---|
| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1    Analyse the concept of health in physical education and youth sport (B).<br>2    Appreciate the ways in which the concept of pedagogy applies to a range of sport and health-related contexts (B).<br>3    Contrast the differences between different models of teaching and learning (B).<br>4    Examine a range of teaching, learning and assessment strategies in a range of sport and health-related contexts (B).<br>5    Plan, deliver and evaluate teaching and coaching to motivate and meet the needs of diverse learners (A).<br>6    Demonstrate knowledge of current issues in the professional preparation of teachers, youth sport coaches, adventurous activities coaches and community sport coaches (B).<br>7    Examine the effectiveness of initial advice/guidance and on-going support for learners (B). |
| Syllabus Outline | 1    Learning, teaching and coaching.<br>2    Professional preparation of teachers, youth sport coaches, adventurous activities coaches and community sport coaches.<br>3    Teachers/teaching, learners/learning, knowledge/context.<br>4    Selected instructional models (peer teaching, teaching games for understanding, personal and social responsibility, and sport education).<br>5    Critical health pedagogies.<br>6    Theories and models of reflection. |

| Contact Hours | Indicative delivery modes: |
|---|---|
| | 1      Lectures guided learning, seminars etc    108<br>2      Independent learning                 162<br>3      Placement Learning               30<br>**TOTAL**                                 **300** |
| Teaching and Learning Methods | Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.<br><br>300 hours study time of which 108 hours will represent scheduled learning.<br><br>This module will be taught across both semesters on one day per week but placement hours will be negotiated with your personal tutor.<br><br>***Scheduled Learning***<br>May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.<br><br>***Independent Learning***<br>Includes hours engaged with essential reading, case study preparation, assignment preparation and completion.<br><br>***Virtual Learning Environment (VLE), or equivalent***<br>This module is supported by a VLE where students will be able to find all necessary module information.  Direct links to information sources will also be provided from within the VLE. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE.  KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.<br><br>**<u>Key Information Set – Module Data</u>** |

Number of credits for this module | 30 |

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
|---|---|---|---|---|
| 300 | 108 | 162 | 30 | 300 |

The table below indicates as a percentage the total assessment of the module which constitutes a:

1      *Written Exam:* Unseen written exam, open book written exam, in-class test.
2      *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3      *Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

UISXPR-30-2 Sports Exercise and Health Pedagogies v1 FINAL (WE)

| | Total assessment of the module: | |
|---|---|---|
| | Written exam assessment percentage | 0% |
| | Coursework assessment percentage | 75% |
| | Practical exam assessment percentage | 25% |
| | | 100% |

| Reading Strategy | ***Access and Skills***<br>Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.<br><br>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.<br><br>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.<br><br>***Essential reading***<br>Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.<br><br>***Further reading***<br>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.<br><br>All further reading resources will be available via both College and University libraries. |
|---|---|
| Indicative Reading List | The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.<br><br>• Armour, K. (Current Edition). *Sport Pedagogy: an introduction for teaching and coaching*. London: Prentice Hall.<br>• Capel, S. and Piotwoski, S. (Current Edition). *Issues in Physical Education.* London: Routledge.<br>• Capel, S. and Whitehead, M. (Current Edition). *Learning to Teach Physical Education in the Secondary School.* London: Routledge.<br>• Cassidy, T., Jones, R. and Potrac, P. (Current Edition) *Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice.* London: Routledge.<br>• Daines, J., Daines, C., and Graham, B. (Current Edition) *Adult Learning, Adult Teaching.* Cardiff: Welsh Academic Press.<br>• Curzon, L., B. (Current Edition) *Teaching in Further Education*. London: Continuum International Publishing Group.<br>• Gravells, A. (Current Edition) *Preparing to Teach in the Lifelong Learning Sector*. Exeter: Learning Matters.<br>• Hardy, C.A. and Mawer, M. (Current Edition) *Learning and Teaching in Physical Education.* London: Falmer Press.<br>• Mawer, M. (Current Edition) *The Effective Teaching of Physical Education*. London: Longman. |

| | • Petty, G. (Current Edition) *Teaching Today.* Cheltenham: Nelson Thornes.<br><br>Websites:<br>• Association for Physical Education http://www.afpe.org.uk.<br>• Teach PE http://www.teachpe.com.<br>• Coaches Info: Information and Education for coaches http://www.coachesinfo.com/index.php. |
|---|---|

| **Part 3: Assessment** | |
|---|---|
| Assessment Strategy | A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.<br><br>Micro-Teach: Students will be expected to deliver a session in a team teaching situation where evidence of planning, support documentation and reflection will be evident to the observer.<br><br>Teaching Practice Portfolio and Reflective Learning Journal: concise log of micro-teaching/teaching practice/support work undertaken and should include a log of micro-teaching/teaching practice and evidence relating to their learners/peers, session planning, delivery and evaluation. It will include observations of their teaching by the programme team.<br><br>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.<br><br>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE. |

| Identify final assessment component and element | Teaching Practice Portfolio | | |
|---|---|---|---|
| **% weighting between components A and B** (Standard modules only) | | **A:** | **B:** |
| | | 25% | 75% |

**First Sit**

| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
|---|---|
| 1      Micro-Teach (20 minutes) | 100% |

| **Component B**<br>**Description of each element** | **Element weighting** |
|---|---|
| 1      Teaching Practice Portfolio and Reflective Learning Journal (2500 words) | 100% |

**Resit (further attendance at taught classes is not required)**

| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
|---|---|
| 1      Micro-Teach (20 minutes) | 100% |

| **Component B**<br>**Description of each element** | **Element weighting** |
|---|---|
| 1      Teaching Practice Portfolio and Reflective Learning Journal (2500 words) | 100% |

| If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. |
|---|