University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Curriculum Studies				
Module code	UISXS8-30-1	Level	1	Version	1
Owning faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Physical Education and School Sport				
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 2014	Valid to	01 September 2020		

CAP approval date	17 February 2014

Part 2: Learning and Teaching	
Learning outcomes	On successful completion of this module students will be able to: 1 Demonstrate knowledge and understanding of the National Curriculum and educational frameworks in primary and secondary education (A, B). 2 Identify contemporary issues impacting upon physical education in schools (B). 3 Review current policy and practice in education (B). 4 Reflect on their experiences following an approved work placement in a programme relevant setting for a minimum of 80 hours with reference to continuing professional development (A, B). 5 Demonstrate the ability to communicate clearly and professionally in a variety of formats (A, B). 6 Take responsibility for own learning with appropriate support including the development of appropriate study and employment skills (A, B).
Syllabus outline	1 Primary and Secondary school education policies; 2 National curriculum for Physical Education; 3 Teaching roles and responsibilities; 4 Ofsted criteria; 5 Safeguarding and risk management in Physical Education; 6 Placement information and completion. 7 Methods of effective communication in a professional environment. The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.

	Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, **BEFORE** starting the work placement. 1 How to find a suitable work placement. 2 How to apply for a work placement. 3 Identifying own skills relevant to placement. 4 Consideration of future careers.
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning including work placement 228 **TOTAL** **300**
Teaching and learning methods	***Scheduled learning*** May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. ***Independent learning*** May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. ***Placement learning*** Work-based learning equating to a minimum of 80 hours of approved and verified work experience is a compulsory part of this module. To support the compulsory period of work placement the work placement tutor will: • Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student construct a personal development plan/work objectives in conjunction with the placement provider. • Monitor progress throughout the placement with the student and placement provider. ***Virtual learning environment (VLE)*** This specification 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. **<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	72	148	80	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: Total assessment of the module: <table><tr><td>Written exam assessment percentage</td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td>50%</td></tr><tr><td>Practical exam assessment percentage</td><td>50%</td></tr><tr><td></td><td>100%</td></tr></table>
Reading strategy	***Core readings*** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. ***Further readings*** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
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. - Capel, S. & Whitehead, M. (Current Edition) *Debates in Physical Education.* London: Routledge. - Dowling, F., Fitzgerald, H. & Flintoff, A. (Current Edition) *Equity and Difference in Physical Education, Youth Sport and Health: A narrative approach.* London: Routledge. - Grout, H. & Long, G. (Current Edition) *Improving Teaching and Learning in Physical Education.* Maidenhead: Open University Press. - Griggs, G. (Current Edition) *An Introduction to Primary Physical Education.* London: Routledge. - Hardman, K, & Green, K. (Current Edition) *Contemporary Issues in Physical Education.* Auckland: Meyer & Meyer Sport. - Hopper, B., Grey, J. & Patricia, M. (Current Edition) *Teaching Physical Education in the Primary School.* London: Routledge. - Kirk, D., & Macdonald, D. & O'Sullivan, M. (Current Edition) *Handbook of Physical Education.* London: SAGE.

UISXS8-30-1 Curriculum Studies v1 FINAL

	• Stidder, G. & Hayes, S. (Current Edition) *Equity and Inclusion in Physical Education and Sport.* London: Routledge. • White, J. (Current Edition) *Rethinking the School Curriculum.* London: Routledge • Williams, A. (Current Edition) *Primary School Physical Education: Research into Practice.* London: Routledge. Journals: • Journal of Physical Education, Recreation and Dance. • Journal of Physical Education and Sport Pedagogy. • Journal of Teaching in Physical Education. • Sport, Education and Society; Physical Education and Sport Pedagogy; International. Websites and databases**.** • Department for Education http://www.education.gov.uk. • Youth Sport Trust http://www.youthsporttrust.org. • Association for Physical Education http://www.afpe.org.uk.

UISXS8-30-1 Curriculum Studies v1 FINAL

Part 3: Assessment			
Assessment Strategy	The assessment strategy specifically aims to: 1 Ascertain students' learning strengths, weaknesses and continuing developmental needs. 2 Develop students' ability to integrate theory and practice 3 Develop critical and analytical skills to improve further practice 4 Enable students to search for, utilise and critique key literature and empirical research 5 Promote students' individual growth and independent lifelong learning skills In order for this to be achieved, assessments adopt a variety of techniques such as; a reflective oral presentation (which should also include evidence of completion of a work placement and an evaluation from the placement mentor), and a report surrounding contemporary curriculum issues. Assessment of practice is undertaken using competency based framework to demonstrate the integration of theory and practice. 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	Report		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		50%	50%
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Reflective oral presentation (30 minutes) (to include evidence of completion of an approved work placement)		100%	
Component B **Description of each element**		**Element weighting**	
1 Report (2,000 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Reflective oral presentation (30 minutes) (to include evidence of completion of an approved work placement)		100%	
Component B **Description of each element**		**Element weighting**	
1 Report (2,000 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.			

UISXS8-30-1 Curriculum Studies v1 FINAL