




## Module Specification

Part 1: Basic Data					
Module Title	Sports, Exercise and Health Pedagogies				
Module Code	WSPVE3-30-5	Level	5	Version	1.0
Credit Rating	30	ECTS Credit Rating	15	Includes WBL?	Yes
Teaching Institution	University Centre Weston	Department	Sport	Module Type	Standard
Contributes towards	FdSc Sports Studies				
PSRB involved	None	Module Entry requirements	None		
Pre-requisites	None	Excluded Combinations	None		
Most recent Validation Date	V1.0 – 10 July 2019	Due for re-validation by:	01 September 2024		
Amendment Approval Date		Amended with effect from	01 September 2019		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Plan, deliver and evaluate a teaching session that motivates and meets the needs of diverse learners (A, B)</li> <li>2 Critically evaluate a range of teaching, learning and assessment strategies in a range of sport and health-related contexts (A, B)</li> <li>3 Analyse the concept of health in physical education and youth sport (B)</li> <li>4 Demonstrate an understanding of the ways in which the concept of pedagogy applies to a range of sport and health-related contexts (B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Roles and Responsibilities of teaching practitioners</li> <li>• Theories of learning</li> <li>• Teaching and Learning strategies and approaches</li> <li>• Learning objectives and Bloom's Taxonomy</li> <li>• Principles of session planning</li> <li>• Assessment and feedback approaches</li> <li>• Behaviour management and inclusive learning environments</li> <li>• Health and physical education in a balanced curriculum</li> <li>• Theories and models of reflection</li> </ul>

Teaching and Learning Methods	<p>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.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p><b>Independent Learning</b> Includes the hours engaged with essential reading, case study preparation, assignment preparation and completion.</p> <p><b>Virtual Learning Environment (VLE), or equivalent</b> 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.</p>																																							
Unistats Information	<p>The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="485 819 1378 1200"> <tr> <td colspan="5">Expected learning hours for the module:</td> <td></td> </tr> <tr> <td colspan="5">Number of credits for this module</td> <td>30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td>300</td> <td>90</td> <td>210</td> <td>0</td> <td>300</td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="592 1632 1278 1865"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>40%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </table>	Expected learning hours for the module:						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	90	210	0	300		Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		60%	Practical exam assessment percentage		40%			100%
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Reading Strategy	<p><b>Essential reading</b> Essential material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made unless explicitly stated and</p>																																							

	<p>students will have full access to library services, online applications, and inter-library loans.</p> <p><b>Further reading</b> 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 catalogue, 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 and wider professional sources.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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.</p>
Indicative Reading List	<p>The following list is offered to provide the validators /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, current advice on readings will be available via other more frequently updated mechanisms.</p> <p>Armour, K. (current edition) <i>Sport pedagogy: an introduction for teaching and coaching</i>. London: Prentice Hall.</p> <p>Capel, S. and Piotwoski, S. (current edition) <i>Issues in physical education</i>. London: Routledge.</p> <p>Capel, S. and Whitehead, M. (current edition) <i>Learning to teach physical education in the secondary school</i>. London: Routledge.</p> <p>Cassidy, T., Jones, R. and Potrac, P. (current edition) <i>Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice</i>. London: Routledge.</p> <p>Daines, J., Daines, C., and Graham, B. (current edition) <i>Adult learning, adult teaching</i>. Cardiff: Welsh Academic Press.</p> <p>Curzon, L., B. (current edition) <i>Teaching in further education</i>. London: Continuum International Publishing Group.</p> <p>Gravells, A. (current edition) <i>Preparing to teach in the lifelong learning sector</i>. Exeter: Learning Matters.</p> <p>Hardy, C.A. and Mawer, M. (current edition) <i>Learning and teaching in physical education</i>. London: Falmer Press.</p> <p>Mawer, M. (current edition) <i>The effective teaching of physical education</i>. London: Longman.</p> <p>Petty, G. (current edition) <i>Teaching today</i>. Cheltenham: Nelson Thornes.</p> <p><u>Websites</u></p> <p>Association for Physical Education <a href="http://www.afpe.org.uk">www.afpe.org.uk</a></p> <p>Coaches Info: Information and Education for Coaches <a href="http://www.coachesinfo.com">www.coachesinfo.com</a></p> <p>Teach PE <a href="http://www.teachpe.com">www.teachpe.com</a></p>

<b>Part 3: Assessment</b>	
Assessment Strategy	This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification.

	<p>Micro-teach: For Component A, students will be expected to deliver a micro teach session to an identified group of learners, alongside submit appropriate planning documents.</p> <p>Portfolio and Reflective Report: For component B the micro-teach assessment from component A will form the basis of the portfolio and reflective report, where students will be expected to reflect upon and critically evaluate their own performance, in addition to providing supporting documentation.</p> <p>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.</p> <p>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.</p>
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Identify final assessment component and element	<b>B1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Micro-teach (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Portfolio and Reflective Report (2,500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Micro-teach (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Portfolio and Reflective Report (2,500 words)	100%	
If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.		

## Module Amendment Log

<b>Module Title:</b>	Sports Exercise and Health Pedagogies
<b>Module Code:</b>	WSPVE3-30-5
<b>Initial Approval Date:</b>	10 July 2019

### Changes:

<b>Current version number:</b> 0	
<b>Outline Change Details:</b> new module.	
<b>Rationale:</b> This is a new module on a programme new to Hartpury University validation.	
<b>Module description for Course Information Sheets:</b>	
<b>Approval Committee and Date:</b>	CVC 2019 07 10
<b>Change approved with effect from:</b>	1 September 2019
<b>Resulting new version number:</b>	1.0