

FINAL E- PORTFOLIO

Brooklyn Phillips | Student number 2502317

Academic Year 2025/2026





PORTFOLIO OVERVIEW

This e-portfolio shows my progress in Sport, Health and Physical Education. It includes improvements, reflections, and plans for the future.

01 Improved Part 1

Why Physical Education Should Be Compulsory – improved structure, referencing, and analysis. Includes my personal reflection on how I have grown academically.

02 Part 2 & Beyond

Part 2 overview and reflection, Student Conference reflections, final reflection, future plans, AI acknowledgement, and reference list.



Academic Year
2025/2026

IMPROVED PART 1 – WHY PHYSICAL EDUCATION SHOULD BE COMPULSORY

This section shows the main improvements I made to my original Part 1 work on why Physical Education should be compulsory in schools. I focused on making it more academic, clearer, and better referenced.

01 Key Improvements

Improved structure with a clearer introduction, body, and conclusion. Better grammar, spelling, and Harvard referencing. Stronger academic tone throughout.

02 Evidence & Analysis

Better use of evidence to support my arguments.
Improved critical analysis. Clearer conclusion that sums up the key points well.



Academic Year
2025/2026

Recording-20260513_224820.webm

<https://docs.google.com/document/d/1jkMpM70Cpfd1fsvdt0ShzfeKTbooRowf/edit?usp=sharing&ouid=118267291795485978334&rtpof=true&sd=true>

PART 1 KEY IMPROVEMENTS

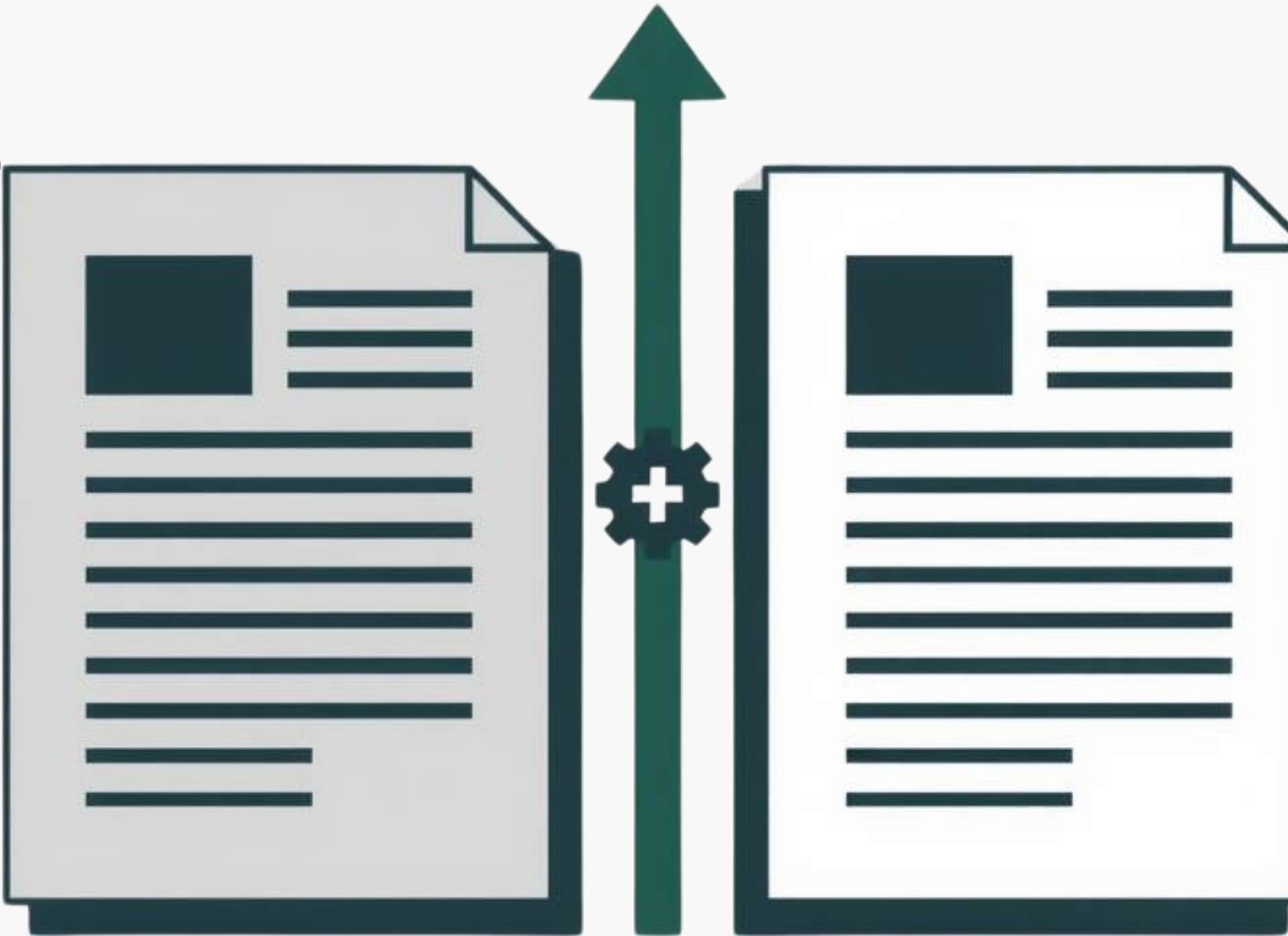
A side-by-side comparison showing how my work improved. This shows my growth in writing, structure, and referencing.

01 Before Improvements

- Informal language
- Inconsistent referencing
- Basic structure
- Limited academic tone

02 After Improvements

- Academic language
- Correct Harvard referencing
- Clear structure
- Stronger critical discussion



PART 1 REFLECTION

This reflection shows how I grew during Part 1. Working on the PE essay helped me become a better academic writer. I now feel more confident in expressing my ideas clearly and using proper structure and Harvard referencing.

01 Critical Thinking

I feel more confident in academic writing. I developed my critical thinking by looking at evidence and forming arguments.

02 Academic Skills

I now understand essay structure and referencing better. I improved at using academic sources to back up my points.





PART 2 OVERVIEW

This section shows the strengths from Part 2 and the feedback I got for improvement. It highlights what I did well and what I need to work on next.

01 Strengths

Good organisation and clear structure. Academic sources used well. Strong conclusions that show understanding.

02 Feedback

Need more precise verbal referencing. Need a more natural presentation style. Need stronger links to professional practice.



REFLECTION ON PART 2 FEEDBACK

Getting feedback on Part 2 really helped me develop. I now understand why verbal citations matter during presentations and how they make you more believable. This has improved my presentation skills and how I communicate academically.

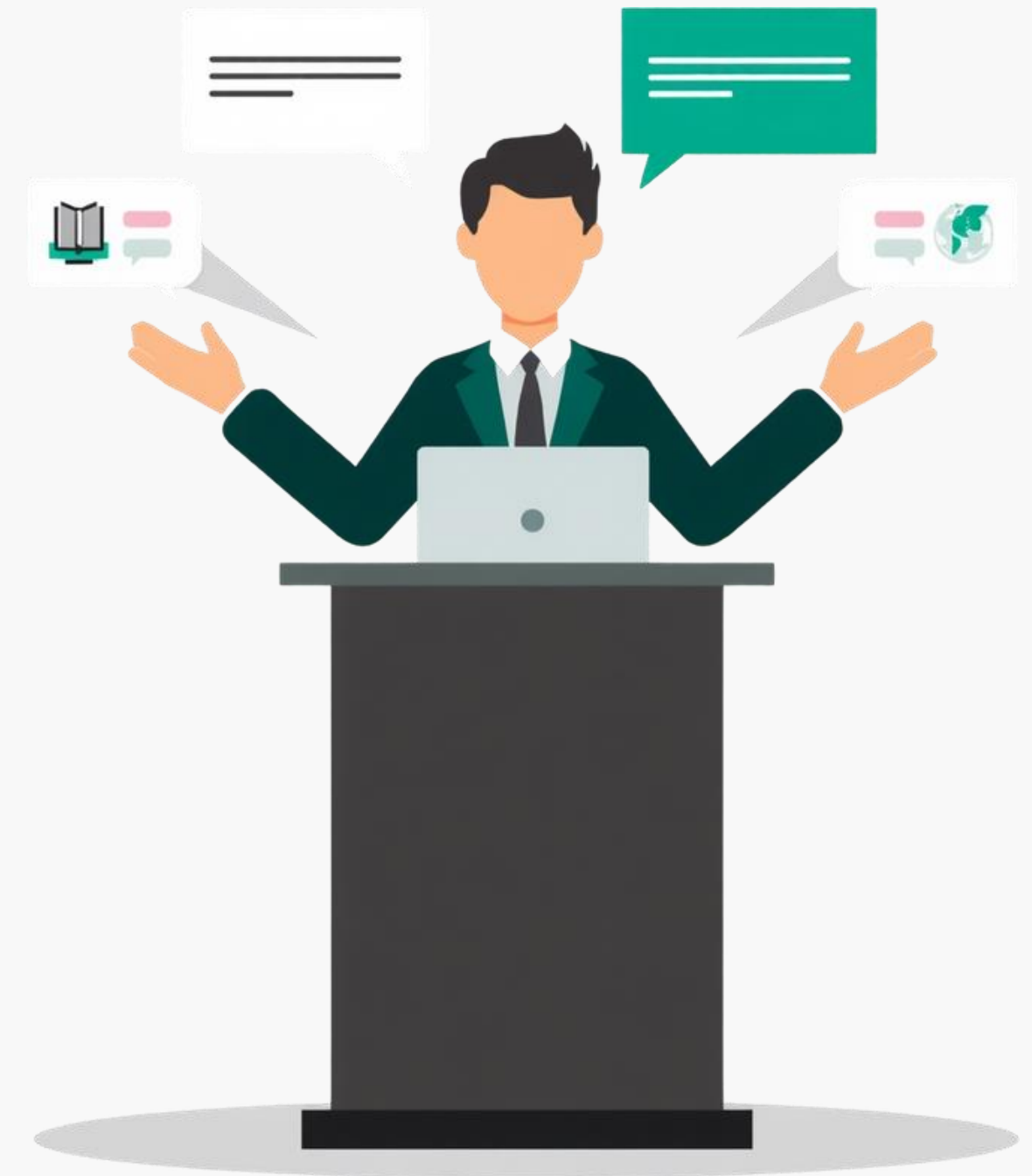
01 Key Learning

I learned why verbal citations are important during presentations. I now understand professional presentation skills and academic communication better.

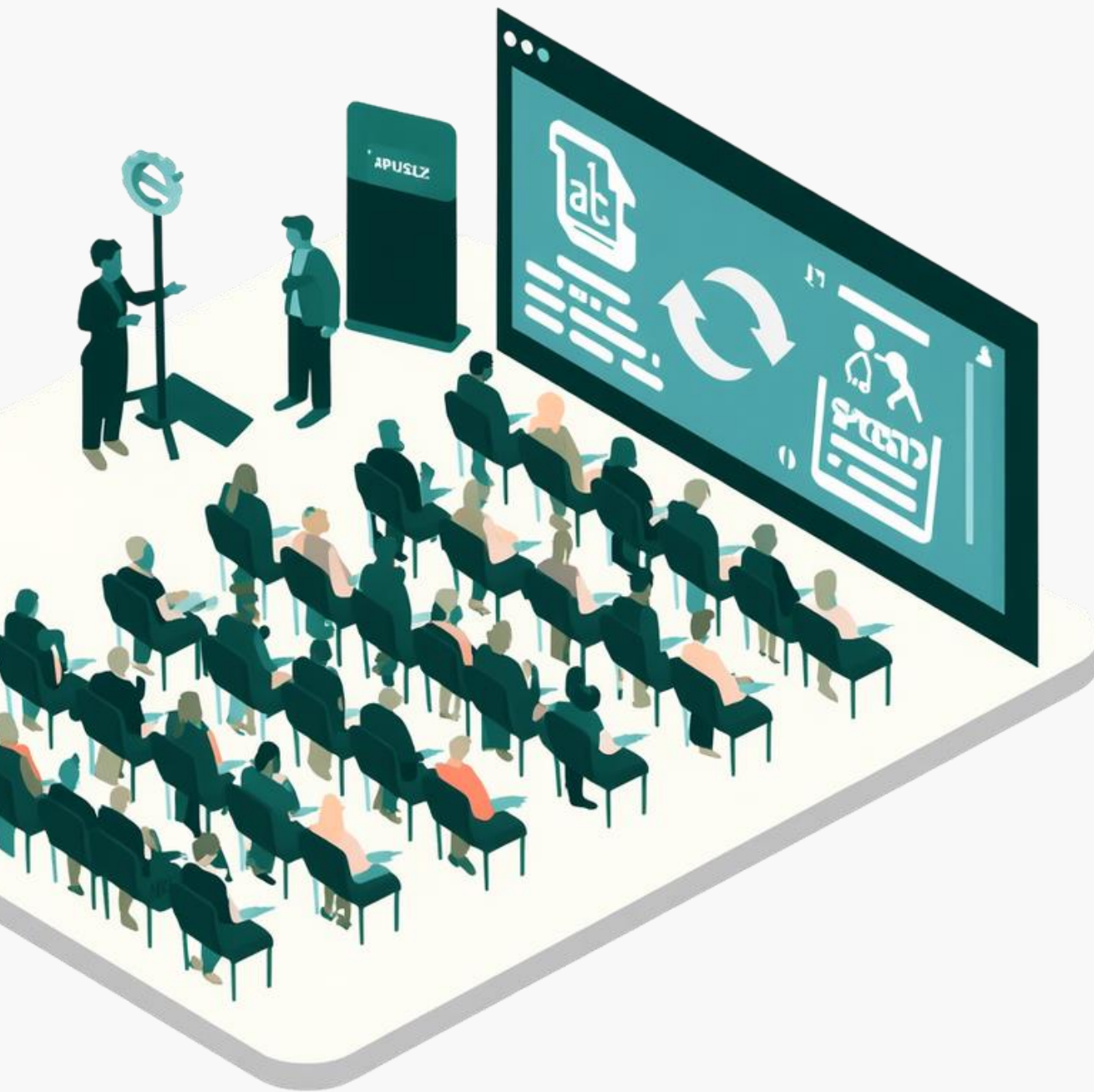
02 Development Areas

I need to sound more natural and less scripted when presenting. I also need to link theory to real practice in sport and PE.

[Recording-20260513_225203.webm](#)



Academic Year
2025/2026



CONFERENCE REFLECTION 1

Rachel Wassermann – Exploring Mothers' Experiences of Returning to Recreational and Community Level Sport

01 Key Findings

Women's sport participation drops after having children, but men's stays the same (Bekhuis et al., 2025). Barriers include childcare, time, gender expectations, and lack of support. Benefits of returning to sport: better wellbeing, confidence, stress management, and social connection. The study interviewed 5 mothers aged 30-72 who play recreational sport. Main themes: demands of motherhood, identity, social support, structural barriers, and motivation.

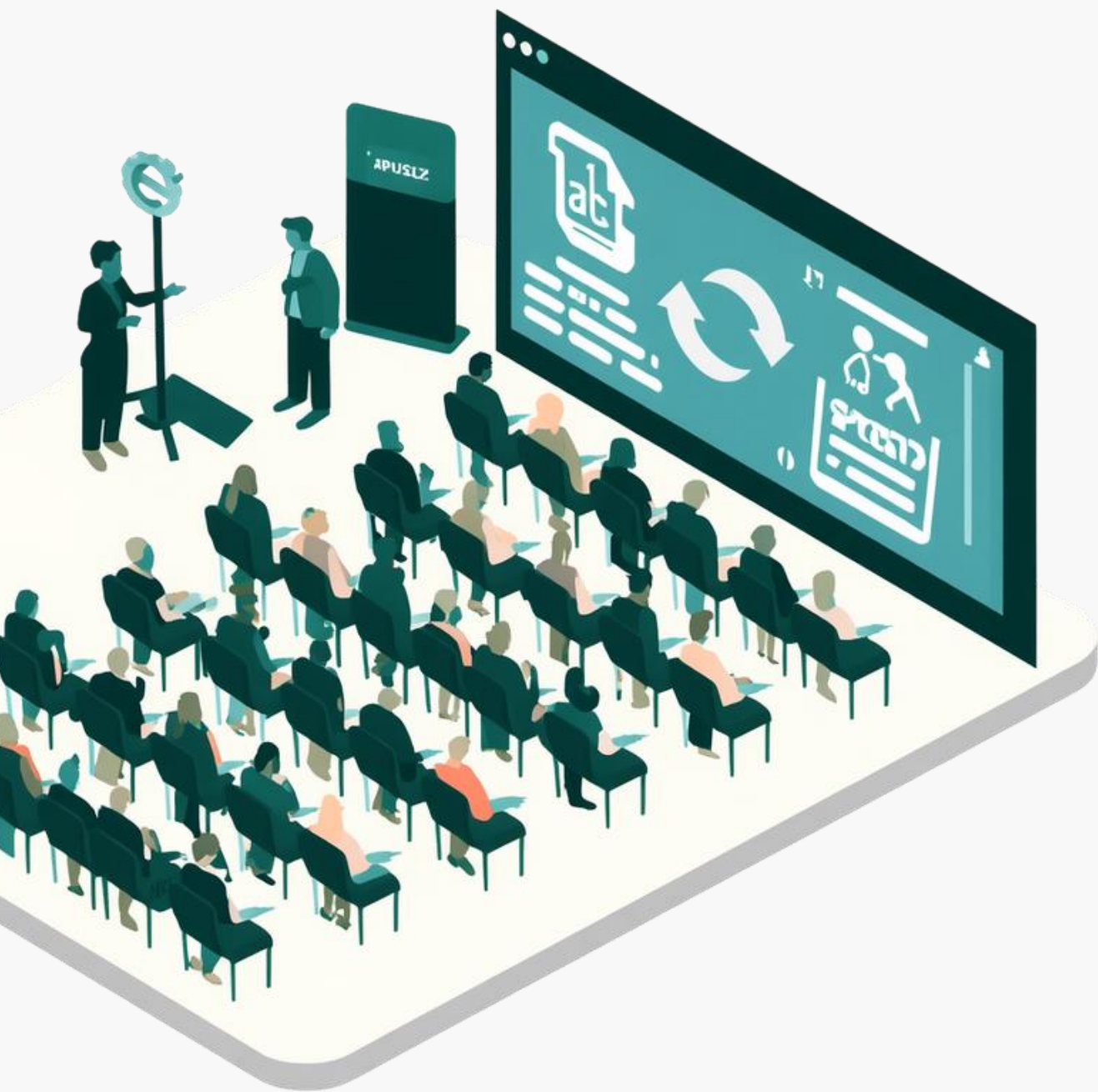
03 My Reflection

New idea I learned: everyday mothers face very different barriers to elite athletes. My favourite part was learning how sport helps mothers feel like themselves again, not just a mum. This research shows why local support networks really matter for women getting back into activity.

02 Real-World Connection

This links to real issues in community sport. Childcare costs, money problems, and lack of inclusivity stop mothers from returning to sport. Most research only looks at elite athletes, not everyday mothers. This shows we need better support at community level to help mothers get back into sport.





CONFERENCE REFLECTION 2

Ifan Knott – Motivations for Playing Football Among Young Adult Players

01 Key Findings

Used mixed methods with 23 UWTSD student footballers. Top motivations: competition (M=4.23), enjoyment (M=3.88), and affiliation (M=3.85). Semi-pro players were more motivated by enjoyment, challenge, and competition than other levels. Stats confirmed these differences were significant. Qualitative findings: football improves mood, reduces stress, and helps with emotional release. Not being active made mood worse.

02 Real-World Connection

This shows how engagement levels differ across abilities in football. It helps clubs and coaches understand how to make sessions more enjoyable and challenging to keep players motivated. The findings match Self-Determination Theory, which says enjoyment and challenge are key to staying engaged in sport.

03 My Reflection

This was the most interesting presentation for me. New idea: motivation is very different depending on what level you play at. Semi-pro players are most motivated by enjoyment and challenge. My future research would look at football engagement levels. Over summer I plan to read articles, come up with research questions, watch training sessions, and build my research skills.



FUTURE RESEARCH INTERESTS

Based on what I learned from the student conference and Part 2 feedback, these are the research areas I want to explore and my plans for developing my skills over summer.

01 Research Interests

Football engagement levels. Motivation in grassroots football. Mental wellbeing in sport. Barriers to taking part in physical activity.

02 Summer Plans

Read academic articles on football and motivation. Come up with research questions. Watch football training sessions. Build my academic research skills.



Academic Year
2025/2026



FINAL REFLECTION AND NEXT STEPS

This is a summary of how I have grown academically throughout this portfolio and what I want to work on next in sport and physical education.

01 Academic Growth

My academic writing has improved with better structure and clarity. I feel more confident presenting my work to others.

03 Next Steps

Keep building my confidence in presenting. Develop my research skills further. Use what I have learned in future university work and my career in PE.

02 Skills Developed

I now understand Harvard referencing much better. I have also developed my communication and critical thinking skills throughout the course.



Academic Year
2025/2026

AI ACKNOWLEDGEMENT & REFERENCES Part 1

AI	Why	Prompt
https://chatgpt.com/	References	‘Give me some websites that are relevant to Why Physical Education Should Be Compulsory’

Reference list

Centers (2014). The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. CreateSpace,
Kohl, H.W. and Cook, H.D. eds., (2013). Educating the Student Body: Taking Physical Activity and Physical Education to School. [online] PubMed. Washington (DC): National Academies Press (US). Available at: <https://pubmed.ncbi.nlm.nih.gov/24851299/>
Malm, C., Jakobsson, J. and Isaksson, A. (2019). Physical Activity and Sports—Real Health Benefits: A Review with Insight into the Public Health of Sweden. Sports, [online] 7(5), p.127. Doi: <https://www.mdpi.com/2075-4663/7/5/127>
Kohl, H.W. and Cook, H.D. (2013). Educating the Student Body : Taking Physical Activity and Physical Education to School. Washington: National Academies Press.
https://books.google.co.uk/books?hl=en&lr=&id=cg11AgAAQBAJ&oi=fnd&pg=PA1&dq=Educating+the+Student+Body:+Taking+Physical+Activity+and+Physical+Education+to+School.+Show&ots=MLU6_CvjIF&sig=fhphsJDyXS9BIs.JVOpZK89xGZ20&redir_esc=y#v=onepage&q=Educating%20the%20Student%20Body%3A%20Taking%20Physical%20Activity%20and%20Physical%20Education%20to%20School.%20Show&f=false
Walker, T.J., Craig, D.W., Pfledderer, C.D., Robertson, M.C., Cuccaro, P., Fumero, K. and Bartholomew, J.B. (2023). Observed and perceived benefits of providing physical activity opportunities in elementary schools: a qualitative study. Frontiers in sports and active living, 5. doi:<https://doi.org/10.3389/fspor.2023.1240382>.



AI ACKNOWLEDGEMENT & REFERENCES Part 2

AI Tool (with url)	Date used	Why did you use this tool	Example prompt(s)
https://chatgpt.com/	18/02/2026	Asked it for some websites that are relevant to the assignment	Can you give me some high quality websites for sport and physical activity in a child's life
https://chatgpt.com/	19/02/2026	How to structure speech	How can i structure a 5 minute speech so it makes it easier to read while speaking
https://chatgpt.com/	20/02/2026	To go over my writing to see if my gramma is correct	Can you read this assignment and tell me if i have properly used my gramma and it is all correct

References

Biddle, S.J.H. and Asare, M. (2011). Physical Activity and Mental Health in Children and adolescents: a Review of Reviews. *British Journal of Sports Medicine*, [online] 45(11), pp.886–895. doi:<https://doi.org/10.1136/bjsports-2011-090185>.

Department of Health and Social Care (2019). *Physical Activity guidelines: UK Chief Medical Officers’ Report*. [online] Gov.uk. Available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.

NHS (2024). *Benefits of Exercise*. [online] NHS. Available at: <https://www.nhs.uk/live-well/exercise/exercise-health-benefits/>.

Ofsted (2024). *Ofsted*. [online] GOV.UK. Available at: <https://www.gov.uk/government/organisations/ofsted>.

Sport England (2024). *Sport England*. [online] Sportengland.org. Available at: <https://www.sportengland.org/>.

Youth Sport Trust (2023). *PE & School Sport: The Annual Report 2023*. [online] www.youthsporttrust.org. Available at: <https://www.youthsporttrust.org/research-listings/research/pe-school-sport-the-annual-report-2023>.

