



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK (SINGLE HONOURS)

BA PHYSICAL EDUCATION LEVEL 4

**SCHOOL OF SPORT, HEALTH AND
OUTDOOR EDUCATION**

FACULTY OF BUSINESS AND MANAGEMENT

2014-2015

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 4 in the academic year 2014-2015.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

Names and Contact Details

School of Sport, Health and Outdoor Education						
<i>Head of School</i>	Mr	Emanuel	Ceredig	C	6643	c.emmanuel
<i>Lecturer p/t</i>	Mr	Beynon	Bill	C	6616	b.beynon
<i>Lecturer</i>	Mr	Blain	Dylan	C	6879	d.blain
<i>Senior Lecturer</i>	Mrs	Connaughton	Alison	C	6804	a.connaughton
<i>Senior Lecturer p/t</i>	Mr	Davies	Conway	C	6616	c.r.davies
<i>Senior Lecturer</i>	Ms	Evans	Kate	C	6784	kate.evans@tsd.ac.uk
<i>Lecturer</i>	Mr	Forster	Geraint	C	6782	g.forster
<i>Senior Lecturer</i>	Mr	Gardner	David	C	6727	d.gardner
<i>Senior Lecturer</i>	Mr	Harvey	Graham	C	6857	g.harvey
<i>Lecturer p/t</i>	Mrs	Herbert	Hayley	C	6616	h.herbert
<i>Lecturer</i>	Mr	Herbert	Peter	C	6727	p.herbert
<i>Outdoor Instructor</i>	Mr	Thomas	Moore	C	6616	t.moore
<i>Lecturer</i>	Mrs	Thomas	Karin	C	6943	k.thomas
<i>Senior Lecturer</i>	Ms	Wainwright	Nalda	C	6730	n.wainwright
<i>Assistant Dean</i>	Dr	Williams	Andy	C	6647	a.williams
<i>Admin support (p/t)</i>	TBC					TBC
	SHOE Exercise Laboratory			C	6712	
	Swimming Pool			C	5026	
	Sports Hall			C	6942	

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

ACADEMIC YEAR 2014/2015

The academic year 2014/2015 will be divided up as follows:

Induction	22/09/14 - 26/09/14
Semester 1:	22/09/14 - 23/01/15
Exam Period 1:	08/01/15 - 16/01/15
Semester 2:	26/01/15 - 10/07/15
Exam Period 2:	11/05/15 - 22/05/15
Examining Boards:	05/06/15 - 02/07/15
Re-sit Period:	24/08/15 - 28/08/15

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for DBS checks.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study may be defined as follows:

Level 4:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Level 5:

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Level 6:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 7:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine. Analyse, interpret and evaluate relevant information and ideas. Be aware of the nature and approximate scope of the area of study or work. Have an informed awareness of different perspectives or approaches within the area of study or work.	Address problems that are complex and non-routine while normally well-defined. Identify, adapt and use appropriate methods and skills. Initiate and use appropriate investigation to inform actions. Review the effectiveness and appropriateness of methods, actions and results.	Take responsibility for courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

	parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	different perspectives, approaches or schools of thought and the reasoning behind them.		
6	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	Refine and use practical, conceptual or technological, understanding to create ways forward in contexts where there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and ideas. Understand the context in which the area of study or work is located. Be aware of current developments in the area of study or work. Understand different perspectives, approaches or schools of thought and the theories that underpin them.	Address problems that have limited definition and involve many interacting factors. Determine, refine, adapt and use appropriate methods and skills. Use and where appropriate design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.	Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others. Exercise broad autonomy and judgement.
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are	Conceptualise and address problematic situations that involve many interacting factors.	Take responsibility for planning and developing courses of action that initiate or underpin

	to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.
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ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Special needs in terms of assessment

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.
- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

From Swansea:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Swansea links

Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24 hours for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**:

tel: 01792 481134

email: helpdesk@smu.ac.uk

In any correspondence please include your name and student username (e.g. p123456)

From Carmarthen/Lampeter/London:

Navigate to <http://uwtsd.ac.uk>

Click Quick Links (top left side of screen)

Select Moodle from the Carmarthen/Lampeter/London links

Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**:

tel: 0300 500 5055

email: ITServiceDesk@tsd.ac.uk

In any correspondence please include your name and student username (e.g. 0244056)

PROGRAMME OF STUDY

Programme Specification for BA Physical Education (Single Honours)

Educational Aims

The educational aims of the programme are to:

- develop a broad definition of Physical Education as a lifelong process;
- develop interdisciplinary perspectives on Physical Education;
- relate theory to practice in a practical setting.

Programme Outcomes

Subject Specific Knowledge and Understanding

- Monitoring, analysing, diagnosing and prescribing action to enhance the learning and performance of the component elements of *Physical Education*.
- Showing evidence of the skills required to monitor and evaluate *movement* performance in laboratories and/or field settings.
- Displaying a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
- Displaying an awareness of current government policy on disease prevention and the relevance of *Physical Education* and exercise.
- Showing evidence of an ability to monitor health through exercise and prescribe appropriate interventions.
- Displaying a broad range of skills, including awareness of health and safety, ethical considerations, exercise prescription and the role of education, health and sports bodies in improving the health of the nation.
- Displaying a critical insight into the organisations and structures responsible for *Physical Education* and sport, and the political ramifications arising from these.
- Making effective use of knowledge and understanding of the disciplines underpinning human structure and function.
- Appraising and evaluating the effects of *Physical Education* intervention on the participant.
- Showing evidence of the skills required to monitor and evaluate human responses to *Physical Education*.
- Providing a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as senior citizens, disabled people and children.
- Critical understanding of the underlying values and principles relevant to *Physical Education* and a developing personal stance which draws on their knowledge and understanding.
- Critical understanding of the diversity of learners and the complexities of the education process.
- Critical understanding of the complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.
- Demonstrate a good understanding of the multidisciplinary nature of health.
- Analyse contemporary issues at the forefront of health, *Physical Education* and well-being.
- Critically appraise a range of health interventions.
- Critically evaluate the role of the individual and of institutions in affecting health

and nutritional status.

Intellectual Skills

- Research and assess paradigms, theories, principles, concepts, factual information, and apply these skills to explain and solve problems.
- Critically assess and evaluate evidence in the context of research methodologies and data sources.
- Critically interpret data of different kinds and appraise the strengths and weaknesses of different methodological approaches adopted.
- Describe, synthesise, interpret, analyse, and evaluate information and data relevant to a professional or vocational context.
- Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of data.
- Apply knowledge to the solution of familiar and unfamiliar problems.
- Develop a sustained reasoned argument and be able to challenge previously held assumptions.
- Recognise formal and informal contexts for learning. Educational contexts will include some understanding of their own education system and other education systems, and the values underpinning their organization.
- Evaluate education policy in an informed and systematic way.
- Recognise the moral and ethical issues of investigations and appreciate the need for professional codes of conduct.
- Learn independently, monitor and evaluate their personal development planning needs, and identify appropriate problem-solving strategies.

Key Skills

- Demonstrate effective communication and presentation skills.
- Work effectively, both independently and with others.
- Demonstrate responsibility for their learning and continuing personal and professional development.
- Self-appraise and reflect on their practice.
- Use information and communication technology (ICT), including word processing, databases, internet communication, information retrieval and online searches.
- Interpret and present relevant numerical information.

Practical Skills

- Plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills.
- Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct.
- Undertake fieldwork with continuous regard for safety and risk assessment.
- The analysis of complex situations concerning human learning and development in particular contexts, including their own learning.
- The use of examples of the implementation of policies in practice.
- Demonstrate self-awareness and confidence in skills transferable to the workplace and articulate these to an employer.
- Appropriately respond to equal opportunities issues in context.

Level 4

All Level 4 students must normally pursue 120 credits at Level 4. The credit rating of each module is specified in the module details.

Modules

BA Physical Education (Single Honours) **Programme Director: Ceredig Emanuel**

Semester 1 & 2

Compulsory Module		
SHSS4052	Professional Development and Practice	10 credits

Semester 1

Compulsory Modules		
SHSS4041	Physical Education, the Child & the Curriculum	10 credits
SHSS4047	Introduction to Human Physiology	10 credits
SHSS4007	Teaching Swimming Fundamentals	10 credits
SHSS4003	Gymnastic Forms	10 credits

Optional Modules		
SHSS4004	Sociology of Sport	10 credits
SHSS4042	Conditioning and Training Methods 1 (Gym Instruction)	10 credits

Semester 2

Compulsory Modules		
SHSS4002	Adventurous Activities	10 credits
SHSS4012	Dance Forms	10 credits
SHSS4017	Games in Education	10 credits
SHSS4036	Introduction to Sport Psychology	10 credits
SHSS4050	Exercise, Injuries & First Aid	10 credits

Optional Modules		
SHSS4014	Kinesiology	10 credits
SHSS4051	Assessing Health Related Fitness	20 credits

(Please note that SHSS4051 is **20 credits**)

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Director.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2014, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

MODULE CODE: SHSS4002
TITLE: Adventurous Activities
DATED: 09/06/2010

MODULE CO-ORDINATOR: Nalda Wainwright
LEVEL: 4
CREDITS: 10

TEACHING METHODS:

Lectures	15%
Practical Activities	10%
Directed learning	75%

JACS CODE: X900

AIM(S)

- To develop awareness of the role and delivery of adventurous activities within The National Curriculum.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the contribution of adventurous activities and outdoor learning to The National Curriculum for Physical Education and Foundation Phase;
- demonstrate an appreciation of the roles and responsibilities of different individuals/agencies in promoting safe adventurous activity learning experiences;
- design and deliver small-scale, sustainable learning experiences for inclusion within NCPE.

CONTENT

- The role and contribution of adventurous activities will be considered in respect of issues of balance and breadth within the subject area of Physical Education specifically and The National Curriculum generally.
- Safety and best practice in adventurous activities will be considered within the context of provision and legislation. Statutory legal and safety considerations will be discussed with a particular focus on the Certificate of Off Site Safety Management, the role of the Education Visits Coordinator and the Outdoor Education Advisor.
- The potential of teaching and learning in the outdoor environment will be considered and effective organisation, communication and teaching strategies introduced.
- The role of local authority and commercial outdoor/residential centres will be identified from a range of perspectives including curriculum enhancement, pupils learning and health and safety.
- The relationship between adventurous activities and environmental education will be addressed and sustainable practice identified.

- A range of introductory teaching and learning activities will provide the context for theory to be linked to practice.

ASSESSMENT

Coursework	100%
One essay (2,000 words)	70%
<i>Exemplar assignment:</i>	
Assess the contribution and difficulties associated with adventurous activities teaching and learning in The National Curriculum.	
Practical observation report (1,000 words)	30%
Observe and evaluate the quality of teaching and learning in one of the adventurous activities you have observed.	

BIBLIOGRAPHY

Essential

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Recommended

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- Smith, A. *Working Out of Doors with Young People*. Glasgow: ITRC Publishers, 1989.
- Van Matre, S. *Earth Education - A New Beginning*. West Virginia: Institute for Earth Education, 1990.

Journals

Bulletin of Physical Education
British Journal of Teaching Physical Education
European Journal of Physical Education
Horizons

MODULE CODE: SHSS4003
TITLE: Gymnastic Forms
DATED: 09/06/2010

MODULE CO-ORDINATOR: Debra Makin
LEVEL: 4
CREDITS: 10

TEACHING METHODS:	Lectures	5%
	Practical Workshops	20%
	Directed learning	75%

JACS CODE: X900

AIM(S)

- To develop analytical skills required to improve the quality of actions in a range of gymnastic forms.

LEARNING OUTCOMES

By the end of this module students should be able to:

- analyse gymnastics skills and compositions to make informed judgements in order to improve performance;
- know how to develop gymnastics skills and techniques in a variety of situations;
- develop compositional skills by creating gymnastics routines individually, in pairs and in small groups;
- demonstrate effective communication skills by working co-operatively with others.

CONTENT

- Throughout the module students will be required to observe others and apply principles, rules and criteria for evaluating and improving performance through trampolining, tumbling, rhythmic and compositional gymnastics.
- The use of a video recorder will allow students to observe and analyse their own movements to identify aspects for improvement.
- Principles of training for strength and flexibility will be studied and practical work in these aspects will be continuous throughout the module.
- Students will work as individuals and co-operatively in pairs and small groups to create gymnastics compositions on floor and apparatus.
- Safety considerations will be emphasised throughout the module through the use of correct support techniques and the correct use of equipment.
- Students will have the opportunity to receive the PESS (Wales) Gymnastics training, and achieve the WAGA Assistant Teachers Award in Gymnastics in addition to the taught module.

ASSESSMENT

Coursework 100%

Written Assignment	50%
Task analysis	50%

Exemplar assignment:

Contrast the different approaches to teaching/coaching and performance in Olympic and 'school' gymnastics and outline the contribution gymnastics may make in the education and development of children in a school setting. (1,500 words)

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Essential

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- Welsh Assembly Government. *Foundation Phase Framework for Children's Learning* Cardiff: Welsh Assembly Government, 2008.
- Welsh Assembly Government. *Physical Education in the National Curriculum* :Welsh Assembly Government, 2008.

Recommended

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- Fodero, J., Ernest, E.F. *Creating Gymnastic Pyramids and Balances*, Champaign IL: Human Kinetics, 1989.
- Hall, S. *Basic Biomechanics*, St. Louis: Mosby Year Book Inc., 1991.
- Hay, J.G. & Reid, J.G. *Anatomy, Mechanics and Human Motion*, Englewood Cliffs: Prentice Hall, 1988.
- Sabin, V. *Link Units for Gymnastics, Games and Dance Key Stage 2 - 3 Transition* London: V. Sabin Publications, 2004.
- Smith, T. *Gymnastics a Mechanical Understanding*, London: Hodder & Stoughton, 1982.
- Sprunt, K. *An Introduction to Sports Mechanics*, Leeds: NCF, 1996.
- Underwood, G. *Agile Pack*, London: Nelson, 1992.
- Ward, Phillip. *Teaching Tumbling*, Champaign IL: Human Kinetics, 1997.

MODULE CODE: SHSS4004
TITLE: Sociology of Sport
DATED: 09/06/2010

MODULE CO-ORDINATOR: Conway Davies

LEVEL: 4

CREDITS: 10

TEACHING METHODS:

Lectures	20%
Seminars	5%
Directed Learning	75%

JACS CODE: X900

AIM(S)

- To investigate sport as a social and cultural phenomenon.

LEARNING OUTCOMES

By the end of this module students should be able to:

- utilise different social theories to explain sporting phenomena;
- evaluate the importance of sport to individual identity;
- elaborate on the complex relationship between sport, culture and society;
- undertake a review of sporting literature.

CONTENT

- The paradigm of cultural studies and the multi-disciplinary approach it follows in the study of sport.
- Sociology as a discipline of cultural studies, and the major sociological theories of functionalism, conflict theory, cultural theory and the civilization process.
- Sport and its relationship with society.
- Characteristic points of departure for each theory will be considered and applied to the social world of sport and contemporary events.
- Sociological concepts such as race, gender, class, stratification and power will be investigated across the broad spectrum of sport in the last century.
- Researching a selected concept within the context of the modern Olympic Games movement.

ASSESSMENT

Coursework 50%

Written essay.

Exemplar assignment:

Consider the concept of gender equity in relation to the modern Olympic Games. Relate your findings to broader developments in society generally. (1,500 words).

Examination**50%**

One paper (1.5 hours).

BIBLIOGRAPHY**Essential**

Coakley, J.J. *Sport in Society*, London: Mosby, 1995.
Craig, P. & Beedie, P. *Sport Sociology*, Exeter: Learning Matters, 2010
Grant, J. *Sport, Culture and Society – an introduction* London: Routledge, 2006
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Giulianotti, R. *Sport: a critical sociology*, Cambridge: Polity Press, 2005
Horne, J, Tomlinson, A and Whannel, G. *Understanding Sport - An Introduction to the Sociological and Cultural Analysis of Sport*, London: E & F.N. Span, 1998.
Smith, E (Ed.) *Sociology of Sport and Social Theory*, London: Human Kinetics, 2010.
Yiannakis, A. *Contemporary issues in sociology of sport* London: Human Kinetics 2001

Recommended

Cashmore, E. *Making Sense of Sport*, London: Routledge, 1991.
Dunning, E. *Sport Matters - Sociological Studies of Sport, Violence and Civilization*, London: E & F.N. Spon, 1998.
Dunning, E., Murphy, P. and Williams, J. *The Roots of Football Hooliganism - An Historical and Sociological Study*, London: Routledge and Kegan Paul, 1988.
Epsy, R. *The Politics of the Olympic Games*, California: University of California Press, 1991.
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Hargreaves, J. *Sport, Culture and Ideology*, Leeds: T.J. Press, 1982.
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Lucas, J.A. *Future of the Olympic Games*, London: Human Kinetics, 1992.
Maguire, J *Sports World - a sociological perspective* London: Human Kinetics 2002
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Verma, G.K. and Darby, D.S. *Winners and Losers - Ethnic Minorities in Sport and Recreation*, London: The Falmer Press, 1994.
Walsh, A. *Ethics, Money and Sport* London: Routledge 2006
Williams, G. *1905 And All That*, Llandysul: The Gomer Press, 1991.
Yiannakis, A. and Greendorfer, S. *Applied Sociology of Sport*, London: Human Kinetics, 1995.

MODULE CODE: SHSS4007
TITLE: Teaching Swimming Fundamentals
DATED: 18/03/2011

MODULE CO-ORDINATOR: Karin Thomas

LEVEL: 4

CREDITS: 10

TEACHING METHODS: Lectures 5%
Practical workshops 20%
Directed Learning 75%

JACS CODE: X900

AIM(S)

- To provide detailed knowledge of aquatic movement necessary for analysing technique, providing remedial coaching and developing training programmes.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the mechanical principles of swimming as applied to a range of swimming strokes;
- use observational skills to analyse stroke technique and make appropriate technical judgements to improve performance;
- plan and deliver a progressive swimming scheme for children;

CONTENT

- Training schedules for personal fitness and stroke development.
- Planning, organisation and safety issues in a swimming pool environment.
- Good practice guidelines when working with children and delivering aquatic activities.
- The mechanical principles of swimming and analysis of stroke technique.
- Development of lifesaving skills.
- Teaching strategies, short and long term planning and effective communication skills for coaching swimming.

ASSESSMENT

Coursework 100%

Written assignment 50%

Practical coaching 50%

Exemplar written assignment:

Describe the stroke mechanics and breathing action of one of the four main swimming strokes. Discuss also why the appearance of a stroke may vary with each individual swimmer. (1,500 words)

BIBLIOGRAPHY

Essential

Austin, G and Noble. Swimming for Fitness: London: A&C Black, 1999.
Cross, R and Wilson. C. Swimming Teaching and Coaching Level 2 & 3: Leicestershire: ASA Merchandising Ltd, 2004.

Recommended

Dick, F.W. Sports training principles: London: A. & C. Black, 2007.
Evans, J. Total Swimming: Champaign IL: Human Kinetics, 2007.
Gifford, C. Swimming (Personal Best): New York: The Rosen Publishing Group, 2008.
Hines, E. Fitness Swimming: Champaign IL: Human Kinetics, 2008.
Laughlin, T and Delves, J. Total Immersion: London: Simon & Schuster, 2004.
Lucero, B. The 100 Best Swimming Drills: Aachen: Meyer and Meyer Verlag, 2007.
Maglischo, E.W. Swimming Fastest: Champaign IL: Human Kinetics, 2003.
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Welsh Assembly Government. Physical Education in the National Curriculum for Wales, Cardiff: WAG 2008.
YMCA. Teaching Swimming Fundamentals : Champaign IL: Human Kinetics, 1999.
YMCA. The Youth and Adult Aquatics Program Manual: Champaign IL: Human Kinetics, 1999.
Lucero, B. Technique Swim Workouts: Aachen: Meyer and Meyer Verlag, 2009

MODULE CODE: SHSS4012
TITLE: Dance Forms
DATED: 09/06/2010

MODULE CO-ORDINATOR: Debra Makin
LEVEL: 4
CREDITS: 10

TEACHING METHODS:	Lectures	5%
	Practical workshops	20%
	Directed Learning	75%

JACS CODE: X900

AIM(S)

- To introduce students to choreography, performance and evaluation of various contemporary dance forms, and their location and significance within the community.

LEARNING OUTCOMES

By the end of this module the students should be able to:

- demonstrate knowledge of the social and cultural issues which have influenced dance in the community and how these issues have impacted on the development of particular dance styles;
- demonstrate an understanding of the role and organisation of dance located within a variety of settings;
- demonstrate competence in performance and choreography within a chosen dance style;
- analyse and evaluate the effectiveness of a range of dance performances.

CONTENT

- Theory and practice involved in community dance. The concepts, issues and circumstances which influence the practice of teaching and learning dance will be explored involving observations and analysis of the work of a variety of dance forms.
- The role of 'community dance' in promoting creativity and development of cultural identity.
- The relationship between 'community dance' and 'dance in the community' will be explored.
- Practical workshop sessions to consolidate knowledge and understanding in selected popular dance forms, for example Rock and Roll, Line dancing, contemporary, folk/traditional, modern, ballroom and classical. The focus will be on the refinement of pedagogical skills.

ASSESSMENT

Coursework 100%

Written Assignment (1,500 words) 50%

Exemplar assignment:

Discuss the role of dance in the promotion of creativity and the development of cultural identity.

Practical performance 50%

Exemplar practical:

Research, plan and deliver a dance session to an agreed target group.

BIBLIOGRAPHY

Essential

- Brinson, P. *Dance as Education*, London: Falmer Press, 1991.
- Kassing, G. & Jay, M.J. *Dance teaching methods and curriculum design*, Champaign: Human Kinetics, 2003
- Kaufmann, K.A. *Inclusive creative movement and dance*, Champaign: Human Kinetics, 2006
- Meyer, F. *Implementing the National Dance Education Standards*, Champaign: Human Kinetics, 2010
- Smith, F & Pocknall, L. *A Practical Guide to Teaching Dance*, Leeds: Coachwise, 2007
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- Welsh Assembly Government. *Foundation Phase Framework for Children's Learning* Cardiff: Welsh Assembly Government, 2008.
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- Butterworth, J. *Much Marginalised: A Critique of Community Dance Practice in Britain*, London: Dance Books, 1994.
- Hansen, S., Early, F, & Davies, S. *Growing Bolder: a start up guide to creating dance with older people*, Guildford: NRCD, 1997.
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- McGreevy-Nicholls, S & Scheff, H. *Building Dances*, Champaign: Human Kinetics, 1995.
- Melville-Thomas, R. *Moving, Growing, Learning*, London: Dance Books, 1993.
- Ness, S.A. *Body movement & Culture*, London: Dance Books, 1985.
- Shapiro, S.B. *Dance, Power & Difference*, Champaign: Human Kinetics, 1998.
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- Trueman, R. *Ameliorative rather than Revolutionary*, London: Dance Books, 1994.
- Williams, D.C. *Ten Lectures on Theories of Dance*, London: Dance Books, 1991.

MODULE CODE: SHSS4014
TITLE: Kinesiology
DATED: 18/03/2011

MODULE CO-ORDINATOR: David Gardner
LEVEL: 4
CREDITS: 10

TEACHING METHODS:	Lectures	10%
	Practical Workshops	15%
	Directed learning	75%

JACS CODE: C600

AIM(S)

- To develop an understanding of the structure, functions and control mechanisms of the musculo-skeletal systems in order to accurately describe the actions and mechanics involved in movement.

LEARNING OUTCOMES

By the end of this module students should be able to:

- describe the main structures of the muscular and skeletal systems;
- identify the major muscles and soft tissues concerned with movement;
- record and analyse simple actions;

CONTENT

- Formation, structure and functions of the different types of bone, joints, cartilage, ligaments and tendons.
- Anatomical terminology.
- Movement terminology.
- Gross structure of skeletal muscle, longitudinal, fusiform, penniform, bipenniform, fan shaped, multipenniform, rhomboidal
- Major processes and articular surfaces of bones.
- Major muscles, muscle groups and their actions.
- Origin and insertion of the major muscles concerned with movement.
- Identification of major ligaments concerned with stabilising joints.
- Proprioceptors involved in movement including; muscle spindles, golgi tendon organs, ruffini nerve endings, meissner's and pacinian corpusels
- Mechanical principles of movement such as levers and moment forces,
- Analysis of simple movements using appropriate techniques such as observation, video and goniometer.

ASSESSMENT

Coursework **100%**

Four Tests **25% each**

Exemplar Assignment:

- Test 1 Identification of bones, muscle and muscle actions – practical assessment.
Test 2 Calculation of muscle forces.
Test 3 Kinesiological assessment of a simple action.
Test 4 Whole course test.

BIBLIOGRAPHY

Essential

- Bruce, T.A. *Applied Anatomy and Biomechanics in Sport* (2nd Ed.). Champaign, Ill. Human Kinetics, 2009.
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- Aaberg, E. *Muscle Mechanics*. Human Kinetics. 1998.
Bastian, G.F. *An Illustrated Review of the Skeletal and Muscular Systems*, New York: HarperCollins, 1993
Bloomfield, J. & Frciker, P. *Science and Medicine In Sport*. Human Kinetics. 1995.
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Tortora, G. J. & Grabowski, S.R. *Principles of Anatomy and Physiology* (10th Ed.) New York ; Chichester: Wiley, 2003.
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Wirhed, R. *Athletic Ability and the Anatomy of Motion* (3rd Ed.) London: Mosby, 2006.

MODULE CODE: SHSS4017
TITLE: Games in Education
DATED: 09/06/2010

MODULE CO-ORDINATOR: Ceredig Emanuel
LEVEL: 4
CREDITS: 10

TEACHING METHODS:	Lectures	5%
	Practical workshops	20%
	Directed Learning	75%

JACS CODE: X900

AIM(S)

- To introduce students to the contribution of games as a competitive and creative activity in the education of children.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the contribution of a positive games experience in the overall education of children;
- plan, modify and deliver practical activities to suit different ability levels;
- develop effective communication skills through delivering planned practical activities to others in the group.

CONTENT

- Analysis of 'Competitive Activities' within the National Curriculum for Physical Education 2008.
- Decision making and factors affecting this in the context of different games types.
- Common principles of play within invasion, striking/fielding, net/wall and sending games.
- Observation and analysis of skills to improve technique and performance.
- Good practice guidelines when working with children and delivering games activities.
- Planning, organisation and communication skills required for effective delivery during practical sessions.

ASSESSMENT

Coursework	100%
1. Written Assignment	50%
2. Practical teaching/coaching	50%

Exemplar assignment:

Assess what a games experience may offer in the all-round education of children and describe in detail, using examples, how a coach or teacher may modify their games activities to suit a wide ability range. (1,500 words)

BIBLIOGRAPHY

Essential

- Bailey R. and Kirk D. (eds) *The Routledge Physical Education Reader*, London: Routledge, 2009.
- Bailey, R, *Teaching Physical Education, A Handbook for Primary and Secondary School Teachers*, London: Kogan Page, 2001
- George, G. *Teaching children physical education: becoming a master teacher*, Champaign IL: Human Kinetics, 2008.
- Launder, A.G. *Play practice: the games approach to teaching and coaching sports*, Champaign, Ill: Human Kinetics, 2001.
- Lavin, J. *Creative approaches to physical education: helping children to realise their true potential*. Abingdon: Routledge, 2008.
- Mitchell, S.A. et al *Teaching sport concepts and skills: a tactical games approach* Champaign IL: Human Kinetics, 2006.
- Sharp, B. *Acquiring Skill and Sport*, East Sussex, Sport Dynamics, 1992.
- Shields, D.L. & Bredemeier, B.J. *Character Development and Physical Activity*, Champaign IL: Human Kinetics, 1994.
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Recommended

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- Arnold, P. J. *Sport, Ethics and Education*, London: Cassell Education 1997.
- Cadman, J. *Hockey - The Skills of the Game*, Ramsbury: The Crowood Press, 1995.
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- Sykes, R. *Games for Physical Education a teacher's guide*, London: A&C Black, 1990
- Williams, A. (Ed.) *Issues in Physical Education for the Primary Years*, Lewes: Falmer Press, 1989.

MODULE CODE: SHSS4036
TITLE: Introduction to Sport Psychology
DATED: 09/06/2010

MODULE CO-ORDINATOR: Alison Connaughton

LEVEL: 4

CREDITS: 10

TEACHING METHODS:	Lectures	15%
	Seminars	5%
	Workshops	5%
	Directed Learning	75%

JACS CODE: C880

AIM(S)

- To provide students with a theoretical and applied understanding of the contribution of psychology to the study of sport.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the role of the sport psychologist;
- demonstrate an understanding of the impact of psychological factors upon sporting performance;
- explain and evaluate some of the dominant themes of past and present sport psychology theory and research;
- demonstrate an understanding of the importance of individual differences and environmental factors on individual performance;
- demonstrate an understanding of the benefits of psychological skills training and demonstrate knowledge of when and how psychological skills training should be used with athletes.

CONTENT

- Motivation will be defined and three theoretical approaches examined. Motives for sport participation will be discussed and differentiation made between intrinsic and extrinsic motivation.
- The importance and impact of anxiety and arousal on athletic performance will be considered. The multidimensional anxiety performance relationship will be presented.
- Bandura's (1977) Self Efficacy theory will be examined and compared with Vealey's (1986) Sports Confidence theory.
- Burnout, overtraining, and staleness will be defined, and the causes and symptoms of overtraining and burnout examined. Research evidence will be considered in light of the treatment and prevention of overtraining and burnout.

- The role of psychological factors in relation to sports injuries will be examined, and various psychological skills and strategies to facilitate the rehabilitation process will be reviewed.
- Theories of aggression will be reviewed and the aggression / performance relationship examined in relation to implications for practice.
- The psychology of teams and group cohesion will be investigated. The relationship between social cohesion, task cohesion, and team success will be discussed.
- Leadership theory will be explored, and measurement of leadership style undertaken.
- Students will be introduced to psychological skills training as a strategy underpinned by theory. Techniques such as goal-setting, imagery, self talk, and relaxation will be evaluated.

ASSESSMENT

Coursework 50%

1500 word assignment

Exemplar assignment:

Explain the process by which a group of individuals becomes an effective team. Use relevant research to critically appraise the methods a sport psychologist could use to assist a coach (from a team of your choice) to develop an effective team climate. To illustrate your answer, relate to your own experiences of team building activities.

Examination 50%

One paper (1.5 hours)

BIBLIOGRAPHY

Essential

Horn, T.S. *Advances in Sport Psychology*. Champaign IL: Human Kinetics, 2008.

Moran, A.P. *Sport and Exercise Psychology: A Critical Introduction*. London: Routledge, 2004.

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Anderson, M.B. *Doing Sport Psychology*. Champaign IL: Human Kinetics, 2000.

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- Cassidy, T.G., & Jones, R.L., & Potrac, P. *Understanding Sports Coaching: The Social, Cultural & Pedagogical Foundations of Coaching Practice (2nd Edition) [ebook]*, London: Routledge, 2008.
- Cox, R.H. *Sport Psychology: Concepts and Applications*. Maidenhead: Mc Graw Hill, 2002.
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- Mellalieu, S., & Hanton, S. *Advances in Applied Sport Psychology: A Review [ebook]*. London: Routledge, 2008.
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- Robinson, P.E. *Foundations of Sports Coaching*. London: Routledge, 2010.
- Stafford, I., & Bailey, R. *Coaching Children in Sport*, London: Routledge, 2011.

MODULE CODE: SHSS4041
TITLE: Physical Education, the Child and the Curriculum
DATED: 09/06/2010

MODULE CO-ORDINATOR: Ceredig Emanuel
LEVEL: 4
CREDITS: 10

TEACHING METHODS:

Lectures	25%
Seminars	5%
Directed Learning	70%

JACS CODE: X390

AIM(S)

- To provide an introduction to Physical Education in the National Curriculum (NCPE) and the physical development and creative development within the Foundation Phase.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate detailed knowledge and understanding of the NCPE programmes of study and physical and creative development in the Foundation Phase;
- demonstrate a recognition of the importance of maturational and physical developmental factors in task setting in Physical Education;
- articulate clearly a personal philosophy on the value of Physical Education and school sport in the education of children.

CONTENT

- Brief historical location of Physical Education in state education and the development of the National Curriculum for Physical Education since its inception.
- Peter Arnold's categories of education 'through', 'about' and 'of' the physical.
- Physical development and maturation during early and later childhood through to adolescence.
- Fundamental movement patterns and progression to sport specific actions.
- Laban's movement concepts and their relevance for achieving diversity of outcomes in Physical Education.
- Developing skills across the curriculum
- Planning for learning – learning outcomes, task setting and evaluation.

ASSESSMENT

Course work 50%

Written Assignment (1,500 words).

Exemplar assignment:

‘Select material from a published Physical Education resource and critically analyse it in terms of the potential for achieving a diversity of aims in Physical Education.’

Examination 50%

One unseen paper (1.5 hours).

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Essential

- Bailey, R. & Kirk, D. (Eds.) *The Routledge Physical Education Reader*, London: Routledge, 2009
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- Capel, S & Piotrowsky, S *Issues in Physical Education*, Lewes: Falmer Press 2000.
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Schmidt, R.A. *Motor Learning and Performance*, Champaign IL: Human Kinetics, 1991.
Welsh Office *Better Health, Better Wales* Cardiff: HMSO 1998.
Welsh Assembly Government *Climbing Higher – Strategy for Physical Activity and Sport* Cardiff: WAG, 2005

Journals

British Journal for Teaching Physical Education
Bulletin of Physical Education (BAALPE)
Journal of Physical Education Pedagogy

MODULE CODE: SHSS4042
TITLE: Conditioning and Training Methods 1
(Gym Instruction)
DATED: 18/03/2011

MODULE CO-ORDINATOR: Peter Herbert
LEVEL: 4
CREDITS: 10

TEACHING METHODS	Lectures	5%
	Practical workshops	20%
	Directed learning	75%

JACS CODE: C600

AIM(S)

- To develop an understanding of how the components of fitness and the principles of training can be applied to develop effective training sessions.

LEARNING OUTCOMES

By the end of this module the students should be able to:

- demonstrate an awareness of the scientific principles behind current training methods for general and sports conditioning and the need for and use pre-exercise assessments such as Physical Activity Readiness Questionnaire (P- ARQ);
- demonstrate an understanding of safe and effective cardiovascular and resistance based exercises;
- conduct safe conditioning sessions which are specific to client needs and evaluate their effectiveness.

CONTENT

- Introduction to the terminology of fitness and conditioning, physiological principles of training, energy systems, components of physical fitness and healthy lifestyle.
- Scientific principles underlying warm-up and cool down techniques, cardiovascular conditioning, muscular endurance and strength training, speed and power development and flexibility improvement.
- Principles and good practice regarding groups based session.
- Risk associated with training and the environment in which training takes places, including; personal/client safety, professional conduct, ethical conduct in different environments (physical contact), temperature, hydration, space limitations, first aid and emergency procedures, external support systems, ratio of client to participants, conducting risk assessments for different environments, legal responsibility (Public liability insurance).
- Safe and effective use of resistance machines, free weights and cardiovascular equipment, ensuring good technique.
- Appropriate use of floor based exercises such as stretching, mat work and callisthenics.

- Practical workshops will apply the content of the lectures to a 'real' gym based environment, these will include methods of exercise such as, interval aerobic, weight training, circuit training, plyometrics and others where relevant.

ASSESSMENT

Coursework 100%

Assignment (1500 words) 50%

Exemplar assessment:

"Evaluate the health and safety requirements of a health club, conducting risk assessments where necessary. Develop and action plan to apply and monitor any recommendations".

Practical Assessment 50%

Plan and conduct a circuit based and weight based exercise session. Produce a session plan and evaluate the session.

BIBLIOGRAPHY

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 Kennedy, Carol A. *Methods of group exercise instruction*, Champaign, IL Human Kinetics, 2005.
 Lawrence, Debbie. *The Complete Guide to Circuit Training* YMCA Fitness Industry Training A & C Black Publishers Ltd, 2002.
 O'Brien, Teri S. *Personal Trainers Handbook*, Champaign, IL Human Kinetics, (2nd Ed.), 2005.
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Recommended

American College of Sports Medicine *Guidelines for Exercise Testing and Prescription* (7th Ed.), Philadelphia: Lippincott Williams & Wilkins, 2006.
 Biddle, S. (Ed.) *Foundations of Health Related Exercise*, Leeds: Ling, 1987.
 Dalglish, J. & Dollery, S. *The health and Fitness Handbook*, Edinburgh: Pearson Education Ltd., 2001.
 Heyward, V.H. *Advanced Fitness Assessment & Exercise Prescription* (5th Ed.), Champaign, Ill. Human Kinetics, 2006.
 Sharkey, B. *Fitness and Health*, Champaign IL: Human Kinetics, 1997.
 Welk, G. *Physical activity assessments for health-related research*. Champaign, Ill, Human Kinetics, 2002.

MODULE CODE: SHSS4047
TITLE: Introduction to Human Physiology
DATED: 18/03/2011

MODULE CO-ORDINATOR: David Gardner

LEVEL: 4

CREDITS: 10

TEACHING METHODS:	Lectures	10%
	Practical workshops	15%
	Directed learning	75%

JACS CODE: C600

AIM(S)

- To gain an understanding of the structures and physiological processes within the human body.

LEARNING OUTCOMES

By the end of this module students should be able to:

- describe the structures of each of the following systems of the body; cardiovascular, muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive, excretory;
- outline major functions of each of the following of the bodies systems; cardiovascular, muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive, excretory;
- describe the processes relating to maturation and aging;
- describe the effects of increased activity levels on the systems of the body.

CONTENT

- Eukaryote cell and its organelles, including membranes, mitochondria, nucleus, lysosomes, endoplasmic reticulum, ribosomes, DNA, Golgi body, cytoplasm.
- Cell replication, miosis and mitosis.
- Outline the nature of homeostasis.
- Theoretical and diagrammatic description of the structure and functions cardiovascular (including blood), muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive and excretory systems.
- The physical and physiological processes during maturation.
- The physical and physiological changes that occur within the elderly.
- The effect of short term exercise on the cardiovascular, respiratory and muscular systems.
- The adaptive process associated with overload and regression on the cardiovascular, respiratory, skeletal and muscular systems.

ASSESSMENT

Coursework (1500 word or equivalent) 50%

Exemplar Assessments

1. Conduct an experiment to show the effect of exercise on the cardiovascular and respiratory systems. With reference to the data collected describe how the body manages these changes.

Exam (1 x 1.5 hours) 50%

BIBLIOGRAPHY

Essential

Seeley, R.R., Stephens, T.D. & Tate, P. *Anatomy and Physiology*, McGraw-Hill, 2007.
Tortora, G. & Derrickson, B.H. *Introduction to the Human Body – The essentials of Anatomy and Physiology* (8th Ed), Oxford: Wiley & Sons, 2010.
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Recommended

Clark, R.K. *Anatomy and Physiology*, Jones and Bartlett Learning, 2005.
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Jenkins, G., Kemnitz, C. & Tortora, G.J. *Anatomy and Physiology: From Science to Life*. Oxford: Wiley & Sons, 2007
McArdle, W., Katch, F., & Katch, V. *Essentials of Exercise Physiology*, Philadelphia: Lea & Febiger, 2005.
McComas, A.J. *Skeletal Muscle Form and Function* (2nd Ed), Champaign, IL: Human Kinetics, 2006.
Malina, R & Bouchard, C. *Growth, Maturation and Physical Activity* (2nd Ed.) Champaign, IL: Human Kinetics, 2004.
Thompson, C. & Floyd, R. *Manual of Structural Kinesiology*, New York: McGraw-Hill, 1997.
Tortora, G. & Derrickson, B.H. *Principles of Anatomy and Physiology* (2th Ed), New York: Wiley & Sons, 2009.

MODULE CODE: SHSS4050
TITLE: Exercise, Injuries and First Aid
DATED: 18/03/2011

MODULE CO-ORDINATOR: Karin Thomas
LEVEL: 4
CREDITS: 10

TEACHING METHODS: Lectures 10%
Practical workshop 15%
Directed learning 75%

JACS CODE: X151

AIM(S)

- To identify the causes and nature of injuries which have implications for participation in exercise and sport.
- To equip students with the necessary First Aid skills which can be applied in a workplace and meet the requirements for the Health and Safety at Work Act 1981.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an understanding of the use of exercise in the prevention and rehabilitation of injuries;
- identify and describe in detail a range of injuries associated with sport and general exercise, and particularly those that affect children;
- apply a number of First Aid competencies and act safely, promptly and effectively in the event of an emergency thereby demonstrating a knowledge and understanding of the principles of First Aid at Work.

CONTENT

- Through practical tasks and theoretical discussion, the importance of personal hygiene in First Aid will be studied. Due regard will be given to the prevention of infection and transmission of diseases.
- Students will be made aware of the legal framework for First Aid provision at work and how it can be applied in the workplace.
- Students will identify a range of First Aid equipment which should be provided for the workplace e.g. First Aid box and contents and how to use it.
- Following theoretical input relating to a variety of conditions e.g. heart attack, burns etc., students will take part in role play case scenarios to implement emergency procedures.

ASSESSMENT

Practical assessment (30 Minutes) 50%

Exemplar Assessment:

During a Life Support scenario, demonstrate competent practical skills, and knowledge and understanding, of dealing safely and appropriately with the situation.

Examination

50%

One paper (1.5 hours)

BILIOGRAPHY

Essential

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Baima, J.A. *Sports Injuries*: Greenwood Press, 2009

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Recommended

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Steele, P. *Medical handbook for mountaineers*, London: Constable and Company Limited, 1988.

Smith, T. *Family doctor home advisor*, London: Dorling Kindersley, 2004.

Youngson, R.M. The Diagram Group. *First Aid*: Harper Collins, 2003.

MODULE CODE: SHSS4051
TITLE: Assessing Health Related Fitness
DATED: 18/03/2011

MODULE CO-ORDINATOR: Peter Herbert
LEVEL: 4
CREDITS: 20

TEACHING METHODS:	Lectures	10%
	Practical workshops	15%
	Directed learning	75%

JACS CODE: C600

AIM(S)

- To provide students with a sound understanding of the different components of health and fitness and the practical ways in which these may be assessed.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate confidence and accuracy in measuring components of fitness;
- relate data and information recorded to 'norm' references in order to develop training programmes;
- undertake small-scale research in fitness assessment.

CONTENT

- Ethics and issues when conducting fitness assessments on a range of groups.
- The components of fitness to be examined in practical workshops include: V02 max, body composition, skinfold, anthropometry, lung function, blood pressure, flexibility, agility, speed, balance, muscular endurance, static and dynamic strength.
- The use of questionnaires to identify issues important to managing health.
- The relationship between the fitness consultant and other health professionals.
- Implications and limitations of maximal and sub-maximal exercise testing.
- Sources and reliability of reference information.
- Health and fitness requirements for the general population as well as specific groups including; athletes, police, fire service, armed services.
- Data analysis and application to training objectives.
- Procedures for effective testing and measurement of V0₂ max, body composition, skinfold, anthropometry, lung function, blood pressure, flexibility, agility, speed, balance, muscular endurance, static and dynamic strength.
- Identification of variables affecting validity and reliability.

ASSESSMENT

Coursework

100%

One assignment (5000 words)

Exemplar Assessment:

Using valid and reliable assessment techniques assess the health and fitness of a member of the public. Provide a reasoned evaluation of your client's current fitness and design an exercise / activity programme to promote health.

BIBLIOGRAPHY

Essential

American College of Sports Medicine. *Guidelines for Exercise Testing and Prescription*, Philadelphia: Lea & Febiger, 2007.

Heyward, V.H., *Advanced Fitness Assessment & Exercise Prescription*, Champaign IL: Human Kinetics, 2006.

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Brehm, B.A. *Successful Fitness Motivation Strategies*, Champaign, IL: Human Kinetics, 2004.

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James, G. *Lifestyle Fitness Coaching*, Champaign, IL: Human Kinetics, 2005.

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Welk, G. *Physical Activity Assessments for Health-Related Research*, Champaign, IL: Human Kinetics, 2002.

Y.M.C.A. *Fitness Testing and Assessment Manual (4th Ed)*, Champaign IL: Human Kinetics, (2000).

MODULE CODE: SHSS4052
TITLE: Professional Development and Practice
DATED: 18/03/2011

MODULE CO-ORDINATOR: Alison Connaughton

LEVEL: 4

CREDITS: 10

TEACHING METHODS:

Lectures	20%
Seminars	5%
Directed learning	75%

JACS CODE: C600

AIM(S)

- To develop the skills for effective analysis and presentation of information in a format appropriate for higher education.
- To evaluate their current skill levels in relation to the requirements for successful undergraduate study, and progression towards a chosen career.

LEARNING OUTCOMES

By the end of this module students should be able to:

- identify and evaluate appropriate sources of information;
- communicate information appropriately and effectively in a variety of formats;
- use basic mathematical skills to incorporate research data into written work;
- evaluate current skills and develop an awareness of the skills required for the career of their choice;
- demonstrate an appreciation of the need for ethical consideration prior to conducting research.

CONTENT

- The study skills required for higher education will be introduced and developed to include: the effective use of the library and inter-library service, use of journals, the Internet and other sources.
- The use of primary and secondary sources of information to construct an argument.
- Development of the skills needed to utilise information gathered in a critical and analytical way.
- Referencing of resources used for academic work to include; texts, journals, internet sites, newspapers and others.
- Appropriate presentation of information in a range of formats including essay writing, laboratory report, oral and poster presentation, PowerPoint.
- Use of relevant mathematical skills to record and present information in an appropriate manner using graphs, tables and figures.

- Use of reflection to identify current strengths and weaknesses in terms of the skills required for successful study at undergraduate level and, in relation to a chosen career.
- Identification of possible career routes and the determination of skills, qualifications and experience required through undertaking a brief work placement in an area of the students choosing.
- Communicate information effectively in an oral presentation format. Use of appropriate teaching aids.
- Review the ethical considerations of research and practice in the areas of health, physical education and outdoor education.

ASSESSMENT

Coursework 100%

One assignment (1500 words) 50%

Exemplar Assessment:

Discuss the viewpoint that “performance enhancing substances should be allowed in sport to create a level playing field”.

Work Placement Report (1500 words) 50%

Exemplar Assessment:

Work placement report following a period of work placement

BIBLIOGRAPHY

Essential

- Becker, L. M. *The Mature Student's Handbook*, Basingstoke: Palgrave Macmillan, 2009.
- Cottrell, S. *The Exam Skills Handbook: Achieving Peak Performance*, Basingstoke: Palgrave Macmillan, 2007.
- Cottrell, S. *The Study Skills Handbook*, Basingstoke: Palgrave Macmillan, 2008.
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- Neville, C. *The Complete Guide to Referencing and Avoiding Plagiarism*, Maidenhead: Open University Press, 2007.
- Northedge, A. *The Good Study Guide*, Milton Keynes: Open University Press, 2005.
- Pritchard, A. *Studying and Learning at University: Vital Skills for Success in your Degree*, London: SAGE, 2008.

Recommended

- Aveyard, H. *Doing a Literature Review in Health and Social Care: A Practical Guide*, Maidenhead: Open University Press, 2007.
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- Bedford, D. *Study Skills for Part-Time Students*, Harlow: Prentice Hall, 2009.
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- Blaxter, L. *How to Research*, Maidenhead: Open University Press, 2006.
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Thomas, J.R. & Nelson, J.K. *Research Methods in Physical Activity*, London: Human Kinetics, 2001.

Thomas, R.R. *Research Methods in Physical Activity*, London: Human Kinetics, 2001.

Warburton, N. *The Basics of Essay Writing*, London: Routledge, 2006.

POLICIES

University Attendance Policy

All students are required to attend scheduled classes and Faculties will record academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable.

After three consecutive missed contacts, the Faculty will write to the student and ask him/her to meet with the appropriate programme representative.

If a student has two further consecutive missed contacts the student will be sent a final warning by the Faculty.

Students who have a legitimate reason for absence (including the instance of illness or injury) must produce evidence. Authorised absence will not be counted against the student. The confirmation of the authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for absence and/or the student fails to attend after receiving a final warning then the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

Each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and if poor attendance continues this may lead to the individual being withdrawn from the programme.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students with a UKVI Tier 4 visa.

If an international student misses 10 consecutive contact points without any form of authorisation, the student will be reported to Registry. Registry will inform the UKVI that the student's Tier 4 sponsorship is withdrawn.

In addition, international students with a Tier 4 visa will be required to attend two compulsory re-registration points held in January and May.

If an international student fails to attend a re-registration point or has missed 10 consecutive contact points, the student will be reported to Registry. Registry will inform the UKVI that the student's Tier 4 sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must produce evidence. Students must get permission to travel abroad prior to leaving. Authorised absence will not be counted against the student. The confirmation of the authorised absence will be lodged on the student record in the Registry.

Each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and if poor attendance continues this may lead to the individual being withdrawn from the programme and to withdrawal of his/her Tier 4 visa.

Any international student with a Tier 4 visa whose cumulative attendance falls below 50% for the academic year will be withdrawn from the programme and the Registry will inform the UKVI that his/her Tier 4 sponsorship is withdrawn.

School Policies

Details of the School's policies for other areas are noted in the School's Policies Document.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University’s website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

All students have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Assistant / Subject Librarians

Assistant / Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business School Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from Student Services.

Topics covered include:

Developing effective study strategies
Planning and writing assignments

Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions are available on both the Carmarthen and Lampeter campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details:

<http://www.uwtsd.ac.uk/student-services/>

GRADUATE SKILLS FOR EMPLOYMENT

Upon graduation most students will begin the process of looking for paid employment. At one level, and a very important one, your University career should be seen as preparing you for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which you are able to reflect upon and analyse, your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items
- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained
- show assertiveness (set own agenda)
- co-operate with others
- constructively criticise
- produce new ideas or proposals
- clarify, test or probe others' ideas or proposals
- elaborate on own/others' ideas or proposals
- summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- explain clearly
- deal effectively with conflicting points of view
- develop a logical argument
- present data clearly and effectively
- take account of audience/reader in speech/writing
- show evidence of having marshalled facts
- give appropriate examples
- show enthusiasm and interest
- show critical reasoning
- use appropriate presentation techniques
- compare and contrast effectively
- listen and query where necessary
- discuss ideas, taking alternatives into account

EXTERNAL EXAMINER

All taught Programmes of Study which lead to a Higher Education award of the University or the University of Wales have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiner for this Programme of Study is:

Name: Mr Sion Thomas

Institution: University of Greenwich

Please note that students are not permitted to make direct contact with the External Examiner.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>