Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

MA Physical Education, Sport and Physical Literacy

LEVELS 7

ACADEMIC DISCIPLINE: Sport and Healthy Living

INSTITUTE OF MANAGEMENT AND HEALTH

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the MA Physical Education, Sport and Physical Literacy programme in the academic year 2024-2025.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

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.

MODULES

Module Code	**BMPE7009**
Title	**Developing and Supporting Physical Competence**
Date	**08/12/2021**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To gain a deep theoretical insight into the concept of physical competence, how this is developed and supported throughout life and understanding of application to practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the importance of early childhood motor competence and its contribution to the development of physical literacy in early childhood and throughout life
- critically analyse movement and assess an individual's physical competence from this analysis
- critically evaluate the impact of physical growth and biological maturity on motor performance across the lifespan.

INDICATIVE CONTENT

- The principles of motor development and how these apply to learning and teaching motor skills.
- Identification and assessment of the movement characteristics of fundamental motor skills using the total body approach and the use of a range of motor assessment tools e.g. TGMD3 (Ulrich, 2016)
- Identify the interaction between the social and cognitive domains and the motor domain from a dynamic systems perspective.
- Describe the physical growth of an individual from infancy to old age and interpret the impact of growth and maturity on motor performance and physical activity.
- Debate and critique current trends and issues in motor development research and consider the role of motor competence in promoting physical activity.
- Identify the role of physical competence as an attribute of physical literacy and as such its role in developing lifelong physical activity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Practical Lab Exam: Select one of the case studies involving a physical competence assessment. Write a critical appraisal of the study in preparation for an oral examination.	1 hour exam plus oral viva	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMPE7009**	
Module Title	**Developing and Supporting Physical Competence**	
Classification	**Reading List entry**	**Electronic***
Essential	Clark, J.E. and Metcalf, J.S. (2002) 'The mountain of motor development: A metaphor', in Clark, J.E. and Humphrey, J.H. (ed.) *Motor Development: Research and Review:* vol. 2, Reston, VA: NASPE Publications, pp. 62-95.	☒
Essential	Gallahue, D.L., Ozmun, J.C. and Goodway, J.D. (2012) *Understanding Motor Development: Infants,*	☒

Module Code	BMPE7009	
Module Title	**Developing and Supporting Physical Competence**	
Classification	**Reading List entry**	**Electronic***
	Children, Adolescents and Adults (7th edition), Boston: McGraw-Hill	
Essential	Goodway, J.D. and Branta, C.F. (2003) 'Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children', *Research Quarterly for Exercise and Sport,* 74(1), pp. 36-46.	☒
Essential	Goodway, J.D., Savage, H. and Ward, P. (2003) 'Effects of motor skill instruction on fundamental motor skill development. *Adapted Physical Activity Quarterly,* 20, 298-314.	☒
Essential	Houglum, P. (2005). Therapeutic Exercise for Musculoskeletal Injuries. Champaign Ill: Human Kinetics.	☒
Essential	Kolt, G.S. and Snyder-Mackler, L. (2007). Physical Therapies in Sport and Exercise. Edinburgh: Churchill Livingstone	☒
Essential	Prentice, W.E. (2011). Rehabilitation Techniques for Sport and Athletic Training. Singapore: McGraw-Hill.	☒
Essential	Stodden, D., Goodway, J., Langendorfer, S., Roberton, M., Rudisill, M., Garcia, C., and Garcia, L. (2008) 'A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship', *Quest,* 60(2), pp. 290-306.	☒
Further	Clark, J.E. and Humphrey, J.H. (1990) *Advances in motor development research,* Brooklyn, USA: AMS Press, Inc.	☐
Further	Robinson, L.E. (2011) 'Effect of a mastery climate motor program on object control skills and perceived physical competence in preschoolers', *Research Quarterly for Exercise and Sport,* 82(2), pp. 355-359.	☒
Further	Robinson, L.E. and Goodway, J.D. (2009) 'Instructional climates in preschool children who are at-risk, Part I: object-control skill development', *Research Quarterly for Exercise and Sport,* 80(3), pp. 533-542.	☒
Further	Magee, D.J. (2008). Orthopaedic Physical Assessment. Missouri: Saunders.	☐
Further	Liebenson, C. (2007). Rehabilitation of the Spine, A Practitioner's Manual. Baltimore: Lippincott, Williams and Wilkins.	☐

Côd y Modwl	**BMPE7009C**
Teitl	**Datblygu a Chefnogi Cymhwysedd Corfforol**
Dyddiad	**08/12/2021**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Meithrin dealltwriaeth ddamcaniaethol fanwl o'r cysyniad o gymhwysedd corfforol, y modd o'i ddatblygu a'i gefnogi drwy gydol oes a dealltwriaeth o'i gymhwyso i arfer.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- ddadansoddi'n feirniadol bwysigrwydd cymhwysedd echddygol yn ystod plentyndod cynnar a'i gyfraniad at ddatblygu llythrennedd corfforol mewn plentyndod cynnar a thrwy gydol oes
- dadansoddi'n feirniadol symudiad ac asesu cymhwysedd corfforol unigolyn o'r dadansoddiad hwn
- gwerthuso'n feirniadol effaith twf corfforol ac aeddfedrwydd biolegol ar berfformiad echddygol ar draws y rhychwant oes.

CYNNWYS DANGOSOL

- Egwyddorion datblygiad echddygol a sut mae'r rhain yn berthnasol i ddysgu ac addysgu sgiliau echddygol.
- Dynodi ac asesu nodweddion symud sgiliau echddygol sylfaenol gan ddefnyddio'r dull corff cyfan a'r defnydd o ystod o offer asesu echddygol e.e. TGMD3 (Ulrich, 2016)
- Dynodi'r rhyngweithio rhwng y parthau cymdeithasol a gwybyddol a'r parth echddygol o safbwynt systemau dynamig.
- Disgrifio twf corfforol unigolyn o fabandod i henaint a dehongli effaith twf ac aeddfedrwydd ar berfformiad echddygol a gweithgarwch corfforol.
- Trafod a beirniadu tueddiadau a materion cyfoes o ran ymchwil datblygiad echddygol ac ystyried rôl cymhwysedd echddygol o ran hyrwyddo gweithgarwch corfforol.
- Dynodi rôl cymhwysedd corfforol fel un o briodoleddau llythrennedd corfforol ac fel y cyfryw, ei rôl o ran datblygu gweithgarwch corfforol gydol oes.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	45	15%
Dysgu'n annibynnol	255	85%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Arholiad Labordy Ymarferol: Dewiswch un o'r astudiaethau achos sy'n cynnwys asesiad cymhwysedd corfforol. Ysgrifennwch arfarniad beirniadol o'r astudiaeth wrth baratoi am arholiad llafar.	Arholiad 1 awrcyfwerth a viva llafarâ	50%

Elfen Asesu 2
(*Ticiwch un)*

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	3750 o eiriau	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**BMPE7009C**	
Teitl y Modwl	**Datblygu a Chefnogi Cymhwysedd Corfforol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Clark, J.E. and Metcalf, J.S. (2002) 'The mountain of motor development: A metaphor', in Clark, J.E. and Humphrey, J.H. (ed.) *Motor Development: Research and Review:* vol. 2, Reston, VA: NASPE Publications, pp. 62-95.	☒
Hanfodol	Gallahue, D.L., Ozmun, J.C. and Goodway, J.D. (2012) *Understanding Motor Development: Infants, Children, Adolescents and Adults* (7th edition), Boston: McGraw-Hill	☒
Hanfodol	Goodway, J.D. and Branta, C.F. (2003) 'Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children',	☒

Cod y Modwl	BMPE7009C	
Teitl y Modwl	Datblygu a Chefnogi Cymhwysedd Corfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
	Research Quarterly for Exercise and Sport, 74(1), pp. 36-46.	
Hanfodol	Goodway, J.D., Savage, H. and Ward, P. (2003) 'Effects of motor skill instruction on fundamental motor skill development. *Adapted Physical Activity Quarterly,* 20, 298-314.	☒
Hanfodol	Houglum, P. (2005). Therapeutic Exercise for Musculoskeletal Injuries. Champaign Ill: Human Kinetics.	☒
Hanfodol	Kolt, G.S. and Snyder-Mackler, L. (2007). Physical Therapies in Sport and Exercise. Edinburgh: Churchill Livingstone	☒
Hanfodol	Prentice, W.E. (2011). Rehabilitation Techniques for Sport and Athletic Training. Singapore: McGraw-Hill.	☒
Hanfodol	Stodden, D., Goodway, J., Langendorfer, S., Roberton, M., Rudisill, M., Garcia, C., and Garcia, L. (2008) 'A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship', *Quest,* 60(2), pp. 290-306.	☒
Pellach	Clark, J.E. and Humphrey, J.H. (1990) *Advances in motor development research,* Brooklyn, USA: AMS Press, Inc.	☒
Pellach	Robinson, L.E. (2011) 'Effect of a mastery climate motor program on object control skills and perceived physical competence in preschoolers', *Research Quarterly for Exercise and Sport,* 82(2), pp. 355-359.	☒
Pellach	Robinson, L.E. and Goodway, J.D. (2009) 'Instructional climates in preschool children who are at-risk, Part I: object-control skill development', *Research Quarterly for Exercise and Sport,* 80(3), pp. 533-542.	☒
Pellach	Magee, D.J. (2008). Orthopaedic Physical Assessment. Missouri: Saunders.	☐
Pellach	Liebenson, C. (2007). Rehabilitation of the Spine, A Practitioner's Manual. Baltimore: Lippincott, Williams and Wilkins.	☐

Module Code	**BMPE7010**
Title	**Dissertation Summer School Research Methods**
Date	**08/12/2021**
Level	**7**
Credits	**10**
Pre-Requisites	**This module is only available to Douglas College (Vancouver) Summer School students**

AIM(S)

- To enable practitioners to use a range of research methods to critically reflect upon and develop professional practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of research methodologies and justify a rationale underpinning a chosen research approach;

- critically reflect upon practice to derive relevant research questions;

- demonstrate the skills of writing a research proposal including critical analysis of the relevant literature.

INDICATIVE CONTENT

- Key lectures will comprise: a critical evaluation of qualitative, quantitative and mixed-methods research methodologies; how to critically review the literature; a consideration of different data collection methods; the process of data analysis and triangulation, and how to write a research paper.

- The role and value of assessment will form the starting point from which broader consideration will be given to the efficacy of a range of different research instruments (e.g.TGMD2, Leuven observation scales, Mosaic Approach, SOFIT, self-esteem questionnaires) and approaches (self-report, participant observation, field notes and journals) that have been developed/used to assess learner outcomes.

- Analysis of Qualitative data using a range of techniques such as Content analysis, systems for coding, use of computer assisted qualitative data analysis software (CAQDAS).

- Managing nominal, ordinal, interval and ratio data including the use of descriptive techniques e.g. mean, standard deviation and frequency distribution and Analysis of quantitative data using parametric and non parametric techniques such as t-test, ANOVA, Correlation, Mann-Whitney U, Kruskal-Wallis and Chi Square.

- Ethical considerations relevant to conducting research with a range of learners will be discussed and standards of good practice identified.

- Group tutorials will provide the opportunity for small groups of students to meet to discuss and share their research work, engage in group problem solving and gain support and advice from the course tutor.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	15%
Independent learning	85	85%
Placement learning	0	0%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1 ***(Tick one)***

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research proposal	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMPE7010**	
Module Title	**Dissertation Summer School Research methods**	
Classification	**Reading List entry**	**Electronic***
Essential	Armour, K. and Macdonald, D. (2012) *research Methods in Physical Education and Youth Sport.* London: Routledge	☒
Essential	Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th Ed). London: Routledge.	☒
Essential	Gray, D 2009 doing Research in the Real World. London Sage	☒
Essential	Mauthner, M.L. and Birch, M.L. (eds). (2002) *Ethics in Qualitative Research*. London: Sage.	☒
Further	Nelson, L., Groom, R amd Potrac, P. (eds). (2014) *Research Methods in Sports Coaching.* London: Routledge	☒
Further	Pallant, J. 2016 SPSS survival manual. Maidenhead, McGraw-Hill	☒

Module Code	**BMOE7010**
Title	**Master's International Study**
Date	**08/12/2021**
Level	**7**
Credits	**60**
Pre-Requisites	**None**

AIM(S)

- To offer students the opportunity to follow an appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically analyse, interpret and evaluate complex concepts, theories and alternative approaches to their subject area as evidenced abroad;
- Critically evaluate cultural differences informing their subject area;
- Reflect critically on the value of studying abroad to their personal and professional development;
- Present on an agreed aspect of their study abroad experience (on return).

INDICATIVE CONTENT

This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of the university approved exchange programmes.

Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by the Academic Director and engagement with External Examiners.

Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the programme manager and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate university Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

- **Pre-Study Abroad Phase**
  A Learning Agreement will be created by the appropriate programme manager and the International Office to include:
  - the specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad;
  - details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams, language courses etc.);

- details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of :
  (a) specific suitable titles for additional areas of study;
  (b) the intended learning outcomes of the areas of study;
  (c) the process by which learning outcomes are to be achieved;
  (d) the proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved;
  (e) the proposed assessment criteria linked to the learning outcomes.

  In consultation with the tutor the student will negotiate:

  (f) a programme of reading and/or research;
  (g) arrangements for interaction with the tutor during the Study Abroad;
  (h) a date for the final submission of work.

- **Study Abroad Phase**
  During the Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the university to monitor progress.

- **Return phase**
  Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the university following the Study Abroad. These must be re-presented to the programme manager and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	144	24%
Independent learning	456	76%
Placement learning	0	0%
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	23 mins	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMOE7010**	
Module Title	**Master's International Study**	
Classification	**Reading List entry**	**Electronic**
Essential	Pachmeyer, A. and Andereck, K. (2019) Enlightened travellers? Cultural attitude, competencies and Study Abroad. Cognizant, LLC. Tourism Culture and Communication 19 (3), 165-183.	☒
Essential	Dursen, K. et al. (2019) Building resilience through strengths-based learning during graduate Study Abroad: An exploratory study. Jnl. of Experiential Education 42 (3) 297-311.	☒
Essential	Calderwood, E. (2011) Study Abroad. Harvard Review, 40, 210-218.	☒
Essential	Full details of the International Study placement to be agreed and signed off by UWTSD Programme Manager in consultation with the receiving organisation and the student.	☒

Module Code	**BMOE7015**
Title	**Master's Internship in Health, Outdoor Education and Physical Literacy**
Date	**10/08/2023**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop professional practice through an Internship with an appropriate Health, Outdoor Education, Physical Literacy focused organisation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse workplace experiences and reflect on personal development during the course of their Internship;

- critically reflect on the theoretical and practical principles relevant to workplace settings;

- apply robust procedures to undertake a research project including project design, ethical considerations, methodological choice, data generation / analysis, critical reflection on findings and conclusions.

INDICATIVE CONTENT

- The MA Internship is offered as an optional module for students (from an international background or less experienced UK students) seeking to expand their professional experience. Students approved to study the MA Internship will need to attend key methodology lectures delivered in the module Research Methods in Health, Outdoor Education and Physical Literacy in addition to this module. The module is offered in agreement with the Programme Director and within the UWTSD guidelines for Internship and Placement. It has three components:

- **Pre-placement phase**
  In accordance with UWTSD guidelines a Placement Provider Agreement (PL1a) will be completed providing details of the placement, workplace supervisor, university supervisor and the student. In addition, a Placement Provider Health and Safety Questionnaire (PL1b), Student Placement Agreement (PL1c), Risk Profiling Guidance (PL1d) and Induction Checklist (PL1f) will be completed to best prepare all parties for Internship and to clarify responsibilities expectation s and procedures.

  In addition to the logistical arrangements noted above consideration will be given to:

  - The aims and objectives of the internship;
  - The identification of a specific Internship Project;

- Attendance at key lectures (covered as part Research Methods in Health, Outdoor Education and Physical Literacy) related to undertaking a small scale research project.

- **Placement phase**
  The placement phase will constitute the realisation of the internship agreement and will last for a minimum of 150 hours. Students will be expected to submit a reflective journal of their activities and learning combined with informed observation and reflection on experience, in order to identify key learning issues/moments in relation to agreed personal and professional goals, as well as emergent learning. The reflective journal will have three parts: Part 1 - an Introduction to the Internship; Part 2 - six x 400 word blogs focused on ethical issues (blog 1) and issues arising (blogs 2-6); Part 3 – a critical evaluation of the Internship within the context of the educational objectives previously negotiated. The student's line-manager will complete a Post Placement Review and Feedback form (PL1g) as formative assessment feedback at the end of the Internship to be shared with the student. The supervising tutor will, where possible, visit the student on at least one occasion to discuss progress and appraise the standard of the student's work. The supervising tutor will also maintain contact on a regular basis with the student's line-manager at the workplace.

- **Post-placement phase**
  The student will be required to make a *presentation* which critically appraises their internship study project. The main focus of the *presentation* will be an evaluation of the choice of methodology for the research project that is set within an overview of the Internship placement (project rationale, context, focus, analysis of data and conclusions etc).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	105	35%
Placement learning	150	50%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1 ***(Tick one)***

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Reflective Journal	3750 words	50%

Assessment Component 2 ***(Tick one)***

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting

Presentation	23 mins	50%

Assessment Summary

Activity type	**Percentage**
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMOE7015**	
Module Title	**Master's Internship in Health, Outdoor Education and Physical Literacy**	
Classification	**Reading List entry**	**Electronic**
Essential	Lei, S. and Yin, D. (2019). Evaluating benefits and drawbacks of Internship. College Student Jnl. 53 (2), 181-190.	☒
Essential	Latcham, J. (2013) The Internship. Questex, LLC Nov 11-17, Home media magazine, 35 (45) p. 12.	☒
Essential	Schon, D. (2009) The Reflective Practitioner. Surrey: Basic Books.	☒
Essential	Moon, J. (2000) Reflection in Learning and Professional Development: theory and practice. London: Kogan Page.	
Further	Moon, J. (2006) Learning Journals; A handbook for reflective practice and professional development. New York, NY: Routledge,	☒
Further	Gray, D.E. Hay, E. Cundell, S. and O'Neill, J. (2004) Learning through the workplace: a guide to work based learning. London: Nelson Thornes.	☐
Further	Berg, K. E. (2008) Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation. London: Lippincott Williams & Wilkins	☐

Module Code	**BMPE7011**
Title	**Motivation and Physical Activity**
Date	**08/12/2021**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop a deep theoretical understanding of the concept of motivation within the context of physical activity including sport and exercise.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the concept of motivation as a construct that underpins a range of cognitive, behavioural and affective outcomes within physical activity contexts.
- critically evaluate a range of theories of motivation
- apply knowledge from motivational theory to develop strategies for supporting engagement in physical activity across the life span.

INDICATIVE CONTENT

- Definitions of motivation.
- Historical development of motivational research (from mechanistic theories to organismic theories).
- An exploration of different types of motivation
- The concept of motivation and its associations with a range of outcomes within physical activity contexts.
- Motivation and physical activities in special populations (e.g., young people)
- Exploring self-determination theory and its associated mini-theories.
- Explore how different forms of motivation for physical activity can be supported through an understanding of Self Determination Theory and associated theories.
- Exploring the role of perceived competence in the development of motivation
- Goal setting and goal striving in achievement settings from an Achievement Goal Theory perspective
- Consideration of the concept of habit including how they are developed
- The use of motivational theory to support intervention development and positive outcomes within physical activity contexts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	23 mins	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMPE7011**	
Module Title	**Motivation and Physical Activity**	
Classification	**Reading List entry**	**Electronic***
Essential	Biddle, S. J. H., Mutrie, N., & Gorley, T. (2015). *Psychology of physical activity: Determinants, well-being and interventions. Third edition.* Oxon: Routledge.	☒
Essential	Deci, E.L., & Ryan, R.M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227 - 268.	☒
Essential	Roberts, G. C., & Treasure, D. C. (Eds.). (2012). *Advances in motivation in sport and*	☒

Module Code	BMPE7011	
Module Title	**Motivation and Physical Activity**	
Classification	**Reading List entry**	**Electronic***
	exercise-3rd edition (3rd ed.). Champaign, IL: Human Kinetics.	
Essential	*Journal of Sport and Exercise Psychology*	☒
Essential	*Psychology of Sport and Exercise*	☒
Essential	http://selfdeterminationtheory.org/	☒
Essential	https://www.physical-literacy.org.uk/	☒
Further	Hagger, M., & Chatzisarantis, N. L. D. (2007) (eds.) *Intrinsic motivation and self-determination in exercise and sport.* Champaign, IL: Human Kinetics.	☐
Further	Van den Berghe, L., Vansteenkiste, M., Cardon, G., Kirk, D., & Haerens, L. (2012). Research on self-determination in physical education: Key findings and proposals for future research. *Physical Education and Sport Pedagogy*, *19*(1), 97–121. doi: 10.1080/17408989.2012.732563	☐
Further	Stodden**,** D., Goodway, J., Langendorfer, S., Roberton, M., Rudisill, M., Garcia, C., and Garcia, L. (2008) **'**A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship', *Quest,* 60(2), pp. 290-306.	☐

Côd y Modwl	**BMPE7011C**
Teitl	**Cymhelliant a Gweithgarwch Corfforol**
Dyddiad	**08/12/2021**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Datblygu dealltwriaeth ddamcaniaethol fanwl o'r cysyniad o gymhelliant yng nghyswllt gweithgarwch corfforol gan gynnwys chwaraeon ac ymarfer corff.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- ddadansoddi'n feirniadol y cysyniad o gymhelliant fel lluniad sy'n sail i ystod o ddeilliannau gwybyddol, ymddygiadol ac affeithiol o fewn cyd-destunau gweithgarwch corfforol.
- gwerthuso'n feirniadol ystod o ddamcaniaethau cymhelliant
- cymhwyso gwybodaeth o ddamcaniaeth cymhelliant i ddatblygu strategaethau ar gyfer cefnogi cymryd rhan mewn gweithgarwch corfforol ar draws rhychwant oes.

CYNNWYS DANGOSOL

- Diffiniadau o gymhelliant.
- Datblygiad hanesyddol ymchwil i gymhelliant (o ddamcaniaethau mecanistig i ddamcaniaethau organebol).
- Archwiliad o wahanol fathau o gymhelliant
- Y cysyniad o gymhelliant a'i gysylltiadau ag ystod o ddeilliannau o fewn cyd-destunau gweithgarwch corfforol.
- Cymhelliant a gweithgareddau corfforol mewn poblogaethau arbennig (e.e. pobl ifanc)
- Archwilio damcaniaeth hunanbenderfyniad a'i mân-ddamcaniaethau cysylltiedig.
- Archwilio sut y gellir cefnogi gwahanol ffurfiau o gymhelliant ar gyfer gweithgarwch corfforol trwy ddealltwriaeth o Ddamcaniaeth Hunanbenderfyniad a damcaniaethau cysylltiedig.
- Archwilio rôl cymhwysedd canfyddedig wrth ddatblygu cymhelliant
- Gosod nodau ac anelu at nodau mewn cyd-destunau cyflawni o safbwynt Damcaniaeth Nod Cyflawni
- Ystyried y cysyniad o arfer gan gynnwys sut y'i datblygir
- Y defnydd o ddamcaniaeth cymhelliant i gefnogi datblygu ymyrraeth a deilliannau cadarnhaol o fewn cyd-destunau gweithgarwch corfforol.

Dyraniad Amser Astudio

Mae’r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi’i amserlennu	45	15%
Dysgu’n annibynnol	255	85%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Chyflwyniad	23 munud	50%

Elfen Asesu 2
(Ticiwch un)

☒ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	3750 o eiriau	50%

Crynodeb o’r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**BMPE7011C**	
Teitl y Modwl	**Cymhelliant a Gweithgarwch Corfforol**	
Categori	**Eitemau’r Rhestr Ddarllen**	**Electronig***
Hanfodol	Biddle, S. J. H., Mutrie, N., & Gorley, T. (2015). *Psychology of physical activity: Determinants, well-being and interventions. Third edition.* Oxon: Routledge.	☐
Hanfodol	Deci, E.L., & Ryan, R.M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227 - 268.	☐

Cod y Modwl	**BMPE7011C**	
Teitl y Modwl	**Cymhelliant a Gweithgarwch Corfforol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Roberts, G. C., & Treasure, D. C. (Eds.). (2012). *Advances in motivation in sport and exercise-3rd edition* (3rd ed.). Champaign, IL: Human Kinetics.	☐
Hanfodol	*Journal of Sport and Exercise Psychology*	☐
Hanfodol	*Psychology of Sport and Exercise*	☐
Hanfodol	http://selfdeterminationtheory.org/	☒
Hanfodol	https://www.physical-literacy.org.uk/	☒
Pellach	Hagger, M., & Chatzisarantis, N. L. D. (2007) (eds.) *Intrinsic motivation and self-determination in exercise and sport.* Champaign, IL: Human Kinetics.	☐
Pellach	Van den Berghe, L., Vansteenkiste, M., Cardon, G., Kirk, D., & Haerens, L. (2012). Research on self-determination in physical education: Key findings and proposals for future research. *Physical Education and Sport Pedagogy*, *19*(1), 97–121. doi: 10.1080/17408989.2012.732563	☐
Pellach	Stodden**,** D., Goodway, J., Langendorfer, S., Roberton, M., Rudisill, M., Garcia, C., and Garcia, L. (2008) **'**A Developmental Perspective on the Role of Motor Skill Competence in Physical Activity: An Emergent Relationship', *Quest,* 60(2), pp. 290-306.	☐

Module Code	**BMPE7012**
Title	**Physical Literacy, Physical Education and Sport – Philosophy, Policy and Curriculum**
Date	**08/12/2021**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To gain a deep theoretical insight into philosophical perspectives and current issues relating to physical literacy, physical education and sport.

- To gain a deep theoretical insight into developments in policy and curriculum change in relation to the concept of physical literacy.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- reflect upon and articulate a personal philosophy for Physical Literacy and its development within a range of contexts.

- critically evaluate the strengths and weaknesses of various perspectives on the educational value of Physical Education and Sport and their contribution to the development of physical literacy

- critically reflect upon the potential for physical literacy to offer a new and challenging vision for learning and reflect upon its contribution to health and wellbeing.

INDICATIVE CONTENT

- The nature and values of Physical Education and its relationship to sport will be explored from different philosophical perspectives to include the work of Arnold (1997), Carr (1997), Reid (1996), Parry (1988) and McNamee (1998).

- The development of the concept of physical literacy from Whitehead's early work in the (1990s) and the IPLA definition, as well as definitions and models from across the globe including Jurbula (2015), Dudley (2015), Dudley et al., (2016).

- The contribution of different disciplines and contexts to the development of physical literacy, in particular the role of play, physical education, sport, outdoor and adventure education, and leisure activities.

- Issues for policy and curriculum development in relation to physical literacy – implications for schools and community leaders in implementing curriculum change and responding to government policy.

- Contemporary issues of gender, dis/ability, health, competition, moral education and curriculum entitlement will be evaluated in relation to Physical Literacy, Physical Education, Sport, Health and Well Being.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation of supporting seminar paper	23 mins (equivalent to 3750 words)	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMPE7012**	
Module Title	**Physical Literacy, Physical Education and Sport – Philosophy, Policy and Curriculum**	
Classification	**Reading List entry**	**Electronic***
Essential	Corbin, C. (2016) Implications of Physical Literacy for Research and Practice: A Commentary, Research Quarterly for Exercise and Sport, 87:1, 14-27	☒
Essential	Dudley, D. (2015) A conceptual model of observed physical literacy. *The Physical*	☒

Module Code	BMPE7012	
Module Title	Physical Literacy, Physical Education and Sport – Philosophy, Policy and Curriculum	
Classification	Reading List entry	Electronic*
	Educator, 72 pp 236-260	
Essential	Jurbula, P. (2015) What is physical literacy really? *Quest,* 67 (4) pp 367-383	☒
Essential	Whitehead, M.E. (2010) *Physical literacy: Throughout the lifecourse,* London: Routledge.	☒
Essential	Wainwright, N., Goodway, J., Whitehead, M., Williams, A. and Kirk, D. (2016) The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy, Education 3- 13, DOI: 10.1080/03004279.2016.1176360	☒
Essential	Kirk, D 2010, Physical Education Futures. London: Routledge	☒
Further	Arnold, P.J. *Meaning in movement, Sport and Physical Education,* London: Heinemann, 1979	☐
Essential	Arnold, P.J. *Sport, Education and Ethics,* London: Caswell, 1997.	☐
Further	Kirk, D. *Schooling bodies through physical education: insights from social epistemology and curriculum history*, Studies in the Philosophy of Education 20 (6), 475-487, 2001.	☐
Further	Wainwright, N. (2013) Physical Literacy in the Foundation Phase in Wales. *Journal of Sport Science and Physical Education, ICSSPE Bulletin* 65 Special Feature Physical Literacy	☐
Further	Whitehead, M.E. (2005). Physical literacy – a developing concept. British Philosophy of Sport Association. Available at: http://www.physicalliteracy.org.uk [accessed on 6/1/12].	☐

Côd y Modwl	**BMPE7012C**
Teitl	**Llythrennedd Corfforol, Addysg Gorfforol a Chwaraeon – Athroniaeth, Polisi a Chwricwlwm**
Dyddiad	**08/12/2021**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Meithrin dirnadaeth ddamcaniaethol fanwl o safbwyntiau athronyddol a materion cyfredol yn gysylltiedig â llythrennedd corfforol, addysg gorfforol a chwaraeon. Meithrin dirnadaeth ddamcaniaethol fanwl o ddatblygiadau polisi a newid yn y cwricwlwm mewn perthynas â'r cysyniad o lythrennedd corfforol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- adfyfyrio ar a mynegi athroniaeth bersonol ar gyfer Llythrennedd Corfforol a'i ddatblygiad o fewn amrywiaeth o gyd-destunau.
- gwerthuso'n feirniadol gryfderau a gwendidau amrywiol safbwyntiau ar werth addysgol Addysg Gorfforol a Chwaraeon a'u cyfraniad at ddatblygiad llythrennedd corfforol.
- adfyfyrio'n feirniadol ar botensial llythrennedd corfforol i gynnig gweledigaeth newydd a heriol ar gyfer dysgu, ac adfyfyrio ar ei gyfraniad at iechyd a lles.

CYNNWYS DANGOSOL

- Archwilir natur a gwerthoedd Addysg Gorfforol a pherthynas hynny â chwaraeon o safbwyntiau athronyddol gwahanol gan gynnwys gwaith Arnold (1997), Carr (1997), Reid (1996), Parry (1988) a McNamee (1998).
- Datblygiad y cysyniad o lythrennedd corfforol o waith cynnar Whitehead yn y 1990au a diffiniad yr IPLA, yn ogystal â diffiniadau a modelau o bob cwr o'r byd gan gynnwys Jurbula (2015), Dudley (2015), Dudley et al,. (2016).
- Cyfraniad gwahanol ddisgyblaethau a chyd-destunau at ddatblygiad llythrennedd corfforol, yn enwedig rôl chwarae, addysg gorfforol, chwaraeon, addysg awyr agored ac addysg antur, a gweithgareddau hamdden.
- Materion polisi a datblygu'r cwricwlwm mewn perthynas â llythrennedd corfforol – goblygiadau i ysgolion ac arweinwyr cymuned wrth weithredu newid yn y cwricwlwm ac ymateb i bolisi'r llywodraeth.
- Gwerthusir materion cyfoes yn ymwneud â rhyw, gallu/anabledd, iechyd, cystadleuaeth, addysg foesol a hawl i'r cwricwlwm mewn perthynas â Llythrennedd Corfforol, Addysg Gorfforol, Chwaraeon, Iechyd a Lles.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	45	15%
Dysgu'n annibynnol	255	85%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Cyflwyniad a phapur Seminar	23 munud (cyfwerth â 3750 o eiriau)	50%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	3750 o eiriau	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**BMPE7012C**	
Teitl y Modwl	**Llythrennedd Corfforol, Addysg Gorfforol a Chwaraeon – athroniaeth, polisi a chwricwlwm**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Corbin, C. (2016) Implications of Physical Literacy for Research and Practice: A Commentary, Research Quarterly for Exercise and Sport, 87:1, 14-27	☒
Hanfodol	Dudley, D. (2015) A conceptual model of observed physical literacy. *The Physical Educator,* 72 pp 236-260	☒
Hanfodol	Jurbula, P. (2015) What is physical literacy really?	☒

Cod y Modwl	**BMPE7012C**	
Teitl y Modwl	**Llythrennedd Corfforol, Addysg Gorfforol a Chwaraeon – athroniaeth, polisi a chwricwlwm**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
	Quest, 67 (4) pp 367-383	
Hanfodol	Whitehead, M.E. (2010) *Physical literacy: Throughout the lifecourse,* London: Routledge.	☒
Hanfodol	Wainwright, N., Goodway, J., Whitehead, M., Williams, A. and Kirk, D. (2016) The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy, Education 3- 13, DOI: 10.1080/03004279.2016.1176360	☒
Hanfodol	Kirk, D 2010, Physical Education Futures. London: Routledge	☒
Pellach	Arnold, P.J. *Meaning in movement, Sport and Physical Education,* London: Heinemann, 1979	☐
Hanfodol	Arnold, P.J. *Sport, Education and Ethics,* London: Caswell, 1997.	☐
Pellach	Kirk, D. *Schooling bodies through physical education: insights from social epistemology and curriculum history*, Studies in the Philosophy of Education 20 (6), 475-487, 2001.	☐
Pellach	Wainwright, N. (2013) Physical Literacy in the Foundation Phase in Wales. *Journal of Sport Science and Physical Education, ICSSPE Bulletin* 65 Special Feature Physical Literacy	☐
Pellach	Whitehead, M.E. (2005). Physical literacy – a developing concept. British Philosophy of Sport Association. Ar gael yn: http://www.physicalliteracy.org.uk [cyrchwyd ar 6/1/12].	☐

Module Code	**BMOE7014**
Title	**Research Methods in Health, Outdoor Education and Physical Literacy**
Date	**10/08/2023**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To enable practitioners to use a range of research methods to critically reflect upon and develop professional practice to support active and healthy lifestyles.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of research methodologies appropriate for active and healthy lifestyles research, paradigm alignment and identified research questions;
- apply robust methodological procedures to undertake a small-scale research project including analysis of data, critical reflection on findings and ethical guidelines;
- critically reflect on all aspects of the research process.

INDICATIVE CONTENT

- Alternative paradigms for research around physical activity and health will be considered in order to highlight the thinking and values that underpin current practice.
- Research alignment will be explored in relation to identifying a research question and the underpinning ontological and epistemological viewpoints that inform methodological choice and research design.
- Critical evaluation of qualitative, quantitative and mixed-methods research methodologies will be undertaken in relation to the methods, instruments and techniques that can be used.
- The analysis of qualitative data and information including (but not limited to) the use of interview, observation, participant-observation and action-research methods.
- The analysis of quantitative data including (but not limited to) nominal, ordinal, interval and ratio data and the use of parametric and non-parametric techniques.
- Ethical considerations relevant to conducting research with a range of outdoor learners will be discussed and standards of good practice identified.
- Research evidence from a range of appropriate physical activity and health studies will be considered in terms of its rigour and trustworthiness.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

Research proposal and rationale for methodology linked to literature in the field.

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Proposal	1500 words	20%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Electronic Poster, detailing project findings	3000 words equivalent	40%

Assessment Component 3
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Project Report	3000 words	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMOE7014**	
Module Title	**Research Methods in Health, Outdoor Education and Physical Literacy**	
Classification	**Reading List entry**	**Electronic***
Essential	Thomas, J. R. et al (2015) Research Methods in Physical Activity. Champaign, ILL: Human Kinetics.	☐
Essential	Humberstone, B. and Prince, H. (Eds.) (2019) Research methods in Outdoor Studies. London: Routledge	☒
Essential	Berg, K. E. (2008) Essentials of Research Methods in Health, Physical Education, Exercise Science, and Recreation. London: Lippincott Williams & Wilkins	☐
Essential	Cohen, L., Manion, L. and Morrison, K. (2011) Research Methods in Education. (7th ed). London: Routledge.	☒
Essential	Gray, D. E. (2014) Doing Research in the Real world. London: sage.	☒
Further	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☐
Further	Fallowfield, J. L. et al (2005) Using Statistics in Sport and exercise Research. Chichester: Lotus.	☐
Further	Costello, P. J. (2011) Effective Action Research: Developing reflective thinking and practice (2nd Ed). London: Continuum.	☐
Further	McNamee, M. (2006) Research Ethics in Exercise, Health & Sport Sciences. London: Routledge.	☐
Further	Morgan, W. J. (Ed.) 2018 Ethics in Sport (3rd edition) Champaign, ILL: Human Kinetics.	☐

Module Code	**BMOE7007**
Title	**Master's Dissertation in Health, Outdoor Education and Physical Literacy**
Date	**08/12/2021**
Level	**7**
Credits	**60**
Pre-Requisites	**None**

AIM(S)

- To provide an opportunity for research and evaluation that engages with issues and debate relevant to a master's level programme.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Conduct a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and written presentation in a chosen field relevant to the degree scheme;
- Establish the present state of knowledge in a defined area and make a contribution to that knowledge.

INDICATIVE CONTENT

- Effective management of the research project and communication with the supervisor;
- Research Proposal – identifying a topic/question; research project aims, objectives, alignment and ethical concerns;
- Literature review and critical appraisal;
- Research design, methodology, methods, data generation and analysis;
- Discussion of findings and conclusions;
- Recognition of assumptions and limitations of study;
- Structure, style and presentation;
- Plagiarism.
- In negotiation with an appointed supervisor students will identify a research question and submit an outline Research Proposal and completed ethics form for their study. Once this has been submitted and after feedback from the supervisor the student will be in a position to fully engage with their dissertation research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	25	5%
Independent learning	575	95%
Placement learning	0	0%
TOTAL	**600**	**100%**

Typically students receive 10 hours of individual supervision and 15 hours of group support.

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMOE7007**	
Module Title	**Master's Dissertation in Health, Outdoor Education and Physical Literacy**	
Classification	**Reading List entry**	**Electronic**
Essential	Biggam, J. (2008) Succeeding with your Master's Dissertation – a step by step handbook. Berkshire: Open University Press. Hampshire: Palgrave Macmillan.	☒
Essential	Cottrell, S. (2014) Palgrave Study Skills Guide Dissertation and Project Reports.	☒
Essential	Cottrell, S. (2011) Palgrave Study Skills Guide Critical Thinking Skills (2nd ed). Hampshire: Palgrave Macmillan.	☒
Essential	Fisher, C. and Buglear, J. (2010) Research and Writing a Dissertation (3rd ed). Harlow: Prentice Hall.	☒
Essential	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☒
Further	Drummond, K., and Murphy-Reyes, A. (2018) Nutrition research: concepts and applications. Burlington: Jones and Bartlett Publishing	☐
Further	Cresswell, J. (1998) Qualitative Inquiry and Research Design: Choosing Among Five Traditions. London: Sage Pub.	☐

Module Code	BMOE7007	
Module Title	Master's Dissertation in Health, Outdoor Education and Physical Literacy	
Classification	Reading List entry	Electronic
Further	Mauthner, M.L. and Birch, M.L. (eds). *Ethics in* Qualitative Research. London: Sage, 2002.	☐
Further	Wright, D. Understanding Statistics: An Introduction for the Social Sciences. London: Sage Pub. 1996.	☐

Cod y Modwl	**BMOE7007C**
Teitl	**Traethawd Hir Meistr mewn Iechyd, Addysg Awyr Agored a Llythrennedd Corfforol**
Dyddiad	**08/12/2021**
Lefel	**7**
Credydau	**60**
Rhagofynion	**Dim**

AMCAN(ION)

- Darparu cyfle ar gyfer ymchwil a gwerthuso sy'n mynd i'r afael ag anawsterau a thrafodaeth sy'n berthnasol i raglen ar lefel Meistr.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Cynnal prosiect ymchwil sylweddol sy'n adlewyrchu sgiliau priodol o ran cymathu, cyfosod, dadlau, cyfathrebu a chyflwyno ysgrifenedig, mewn dewis faes sy'n berthnasol i'r cynllun gradd;

- Pennu cyflwr presennol gwybodaeth mewn maes penodol a chyfrannu'n at y wybodaeth honno.

CYNNWYS DANGOSOL

- Rheolaeth effeithiol ar y prosiect ymchwil a chyfathrebu â'r goruchwyliwr;
- Cynnig Ymchwil – dynodi pwnc/cwestiwn; amcanion, nodau, cydweddiad a phryderon moesegol y prosiect ymchwil;
- Adolygu llenyddiaeth ac arfarnu beirniadol;
- Dylunio ymchwil, methodoleg, dulliau, cynhyrchu data a dadansoddi;
- Trafodaeth ynghylch canfyddiadau a chasgliadau;
- Dynodi tybiaethau a chyfyngiadau astudiaeth;
- Strwythur, arddull a chyflwyniad;
- Llên-ladrad.
- Drwy drafodaeth â goruchwyliwr a benodwyd, bydd myfyrwyr yn dynodi cwestiwn ymchwil amlinellol ac yn cyflwyno Cynnig Ymchwil a ffurflen foeseg wedi'i llenwi ar gyfer eu hastudiaeth. Pan fydd hwn wedi'i gyflwyno ac ar ôl adborth gan y goruchwyliwr bydd y myfyriwr mewn sefyllfa i ymgymryd yn llawn â'r ymchwil am ei draethawd hir.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	25	5%
Dysgu'n annibynnol	575	95%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**600**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd Hir	15000 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	100%
Ymarferol	0%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**BMOE7007C**	
Teitl y Modwl	**Traethawd Hir Meistr mewn Iechyd, Addysg Awyr Agored a Llythrennedd Corfforol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig**
Hanfodol	Biggam, J. (2008) Succeeding with your Master's Dissertation – a step by step handbook. Berkshire: Open University Press. Hampshire: Palgrave Macmillan.	☒
Hanfodol	Cottrell, S. (2014) Palgrave Study Skills Guide Dissertation and Project Reports.	☒
Hanfodol	Cottrell, S. (2011) Palgrave Study Skills Guide Critical Thinking Skills (2nd ed). Hampshire: Palgrave Macmillan.	☒
Hanfodol	Fisher, C. and Buglear, J. (2010) Research and Writing a Dissertation (3rd ed). Harlow: Prentice Hall.	☒
Hanfodol	Creswell, J.W. (2008) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London: Sage.	☒
Pellach	Drummond, K., and Murphy-Reyes, A. (2018) Nutrition research: concepts and applications. Burlington: Jones and Bartlett Publishing	☐
Pellach	Cresswell, J. (1998) Qualitative Inquiry and Research Design: Choosing Among Five Traditions. London: Sage Pub.	☐

Cod y Modwl	BMOE7007C	
Teitl y Modwl	Traethawd Hir Meistr mewn Iechyd, Addysg Awyr Agored a Llythrennedd Corfforol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig
Pellach	Mauthner, M.L. and Birch, M.L. (eds). *Ethics in* Qualitative Research. London: Sage, 2002.	☐
Pellach	Wright, D. Understanding Statistics: An Introduction for the Social Sciences. London: Sage Pub. 1996.	☐