



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

MODULE DIRECTORY

BA (Hons) Physical Education

Diploma of Higher Education in Physical Education

Certificate of Higher Education in Physical Education

LEVELS 4 – 6

ACADEMIC DISCIPLINE: Sport and Healthy Living

INSTITUTE OF MANAGEMENT AND HEALTH

2021-2022

CONTENTS PAGE

Page No

INTRODUCTION.....	2
MODULES	3

INTRODUCTION

This Module Directory includes all the modules for Levels 4 - 6 within the BA Physical Education portfolio within the Institute of Management and Health in the academic year 2021-2022.

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	BMSS4009
Title	Contemporary Challenges: Making a Difference
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
- To develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

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

- Identify and evaluate historical and contemporary issues and their impact on today's global society.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose and evaluate problem solutions.
- Recognising and overcoming cognitive bias.
- Decision making frameworks and techniques.
- Recognising individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.
- The role of ethics in identifying solutions.
- Collective decision-making.
- The power of raising awareness

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-Portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS4009	
Module Title	Contemporary Challenges: Making a Difference	
Classification	Reading List entry	Electronic *
Essential	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Essential	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐

Essential	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Cod y Modwl	BMSS4009C
Teitl	Heriau Cyfoes: Gwneud Gwahaniaeth
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu ymwybyddiaeth a gwerthfawrogiad myfyrwyr o heriau cyfoes perthnasol i'r ddisgyblaeth sy'n wynebu unigolion, sefydliadau, cymunedau a'r gymdeithas, o bersbectif lleol, cenedlaethol a byd-eang.
- Datblygu datrys-wyr problemau creadigol trwy gymhwyso gwybodaeth i broblemau byd go iawn.

DEILLIANNAU DYSGU

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

- Adnabod a gwerthuso materion hanesyddol a chyfoes a'u heffaith ar y gymdeithas fyd-eang heddiw.
- Cymhwyso arferion gweithio cydweithredol priodol i reoli gwrthdaro a chefnogi gwneud penderfyniadau effeithiol.
- Gweithredu technegau Meddylfryd Dylunio i ymchwilio i broblemau er mwyn creu a gwerthuso datrysiadau.

CYNNWYS DANGOSOL

- Gweledigaethau o'r Dyfodol yn cynnwys trawsffurfio digidol 4.0.
- Sut mae hanes, deddfwriaeth a pholisi'n rhoi ffurf i'r byd yr ydym yn byw ynddo.
- Materion byd-eang cyfoes, e.e. stiwardiaeth gyfrifol, amrywiaeth, cynhwysiant, moeseg, diwylliant ac ymwybyddiaeth ryngddiwylliannol.
- 'Problemau dyrys': her problemau anodd neu amhosibl lle nad yw'r newidynnau sy'n cael effaith yn hysbys nac yn fesuradwy.
- Meddylfryd Dylunio i ymchwilio, diffinio, cynnig a gwerthuso datrysiadau i broblemau.
- Adnabod a goresgyn rhagfarn wybyddol.
- Fframweithiau a thechnegau gwneud penderfyniadau.
- Adnabod gwahaniaethau unigol a rôl deallusrwydd emosiynol wrth reoli gwrthdaro.
- Rôl diplomyddiaeth, perswadio a chyd-drafod mewn cydweithio effeithiol.
- Arwyddocâd meddwl rhyngddisgyblaethol wrth ddod o hyd i ddatrysiadau effeithiol i broblemau.
- Rôl moeseg wrth adnabod datrysiadau.

- Gwneud penderfyniadau ar y cyd.
- Pŵer codi ymwybyddiaeth.

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	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cywerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad Grŵp gyda deunyddiau ategol	Pob unigolyn yn y grŵp i gyfrannu 2 funud i'r cyflwyniad a phob unigolyn i gyfrannu 1000 o eiriau i'r deunyddiau ategol (uchafswm o 6 mewn grŵp)	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS4009C	
Teitl y Modwl	Heriau Cyfoes: Gwneud Gwahaniaeth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Hanfodol	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Hanfodol	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Pellach	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Module Code	BMPE4002
Title	Creative Education through Movement
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To explore creative teaching and learning through the medium of movement

LEARNING OUTCOMES

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

- Demonstrate an understanding of the role and place of creativity in teaching and learning, especially in movement.
- Use a range of creative skills, techniques and strategies in composition, performance, analysis and evaluation of creative and aesthetic movement activities.
- Use creative teaching strategies and methods to encourage pupils to be inventive and creative in their responses to tasks

INDICATIVE CONTENT

- Practical activities to develop skills and techniques to use in creative and aesthetic movement activities
- Students will work as individuals, pairs and small groups throughout the module to answer the learning outcomes
- Students will develop strategies for creative teaching (such as the use of questioning)
- Throughout the course there will be a focus on pedagogical skills and students will have the opportunity to incorporate these ideas and approaches into their teaching practice
- Students will reflect on their learning through the module and their approach to the teaching to improve their practice

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical skills assessment	30 minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Reflective report	1500 word reflective log following teaching experience	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE4002	
Module Title	Creative Education through Movement	
Classification	Reading List entry	Electronic*
Essential	Griggs, G. (2012) <i>An introduction to primary physical education</i> , New York: Routledge.	☐
Essential	Griggs, G. and Petrie, K. (2018) <i>Routledge handbook of primary physical education</i> , Oxon: Routledge	☐
Essential	Lavin, J. (2008) <i>Creative approaches to physical education</i> , Oxon: Routledge	☐
Further	Bailey, R. & Kirk, D. (2009) <i>The Routledge physical education reader</i> , Oxon: Routledge.	☐

Module Code	BMOE4003
Title	Facilitating Adventurous Activities
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To explore a range of teaching and facilitation styles and apply them to the delivery of a short-duration adventurous activity experience.

LEARNING OUTCOMES

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

- identify, describe and evaluate the key characteristics of a range of teaching and facilitation styles;
- design and deliver a short-duration adventurous activity session using appropriate teaching/facilitation style(s);
- understand the role of outdoor learning and adventurous activities in the development of children's physical literacy.

INDICATIVE CONTENT

- Mosston & Ashworth's (2008) spectrum of teaching styles and Heron's (1999) three modes of facilitation will be used to outline the range of teaching and facilitation styles that are available, along with the key characteristics of each.
- Practical sessions will involve the modelling of a range of teaching/facilitation styles, followed by a review focussing on the strengths and limitations of each style.
- Planning, organisation and safety issues linked to the delivery of adventurous activities will be discussed.
- An introduction to a range of resources to support the delivery of adventurous activities in schools.
- Practical sessions will include strategies for behaviour management and organisation of group activities.
- The contribution of outdoor and adventurous activities to the development of physical literacy.
- The use of models-based practice as a delivery approach.
- The theory and practical application of environmental affordances.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Teaching Assessment	30 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE4003	
Module Title	Facilitating Adventurous Activities	
Classification	Reading List entry	Electronic*
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical Education in the National Curriculum for Wales</i> . Cardiff: DCELLS.	☒
Essential	Heron, J. (2008) <i>The complete facilitator's handbook</i> . London: Kogan Page.	☐
Essential	Mosston, M. and Ashworth, S. (2008). <i>Teaching Physical Education (First Online Edition)</i> . US: Pearson Education.	☒

Module Code	BMOE4003	
Module Title	Facilitating Adventurous Activities	
Classification	Reading List entry	Electronic*
Further	Association for Physical Education. (2016) <i>Safe Practice in School Physical Education and Physical Activity</i> . UK: Coachwise Limited.	☐
Further	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b) <i>Skills framework for 3 to 19-year-olds in Wales</i> . Cardiff: DCELLS.	☒
Further	Gibson, J. (2015) The ecological approach to visual perception (Classic ed., Psychology Press classic editions).	☐
Further	Metzler, M, W. (2011) <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Arizona: Holcomb Hathway.	☐
Further	Whitehead, M. (2010) <i>Physical literacy throughout the lifecourse</i> . Oxon: Routledge.	☒

Module Code	BMSS4007
Title	Human Physiology and Fitness
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop an understanding of the structures and functions of the major systems within the human body, changes that take place throughout the life course, and the ability to measure physiological capacities.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the main organs and their functions within the body;
- demonstrate knowledge and understanding of the process and changes that occur during maturation;
- assess and interpret health and fitness assessment information.

INDICATIVE CONTENT

- Outline the nature of homeostasis.
- The physical and physiological processes during maturation.
- The physical and physiological changes that occur within the elderly.
- Theoretical and diagrammatic description of the structure and functions cardiovascular (including blood), muscular, respiratory, skeletal, lymphatic, nervous, hormonal, integumentary, digestive and excretory systems.
- The anaerobic and aerobic processes involved in synthesis of adenosine triphosphate.
- 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.
- The use of measurement techniques to determine against 'norm' data the functional capacities of the muscular, cardiovascular, respiratory, integumentary and nervous systems.
- Health and safety during physiological assessments include the use of, but not limited to PARQ, interview and hygiene.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online MCQ	50 questions/1 hour	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSS4007	
Module Title	Human Physiology and Fitness	
Classification	Reading List entry	Electronic*
Essential	American College of Sports Medicine. (2018) <i>ACSM's guidelines for exercise testing and prescription (10th edition)</i> . Philadelphia: Wolters Kluwer.	☐
Essential	Kenney, L.W., Wilmore, J.H. & Costill, D.L. (2015) <i>Physiology of sport and exercise</i> (6th edition). Champaign, IL: Human Kinetics.	☐
Essential	Hoffman, J. (2006) <i>Norms for Fitness Performance and Health</i> . Champaign IL: Human Kinetics.	☐
Essential	Tucker, L., Foulston, J., Major, F., & Wynne, M. (2015) <i>An introductory guide to anatomy & physiology (5th edition)</i> . London: EMS Publishing.	☒
Further	Haff, G. & Dumke, C., (2012) <i>Laboratory manual for exercise physiology</i> , Champaign, IL: Human Kinetics.	☐

Module Code	BMHN4002
Title	Introduction to Health and Exercise Psychology
Date	04/03/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of how exercise and other lifestyle factors can influence psychological health.
- To develop an understanding of theory, and the practical application of methods for improving health through behaviour change.

LEARNING OUTCOMES

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

- understand the professional role of exercise psychologists;
- outline a range of prominent theories from health and exercise behaviour research;
- explain the determinants for, and barriers preventing adherence to exercise, a healthy balanced diet and other lifestyle behaviours;
- demonstrate a knowledge of interventions and understand how these can be practically applied to enhance health related behaviours.

INDICATIVE CONTENT

- The concepts of health and wellbeing and their importance across the lifespan.
- The codes of practices, ethics and values associated with the role of the Exercise Psychologist.
- The role and impact of various health enhancing behaviours including but not limited to exercising and maintaining a healthy diet.
- The role of health enhancing and health compromising behaviours in relation to mental health, including but not limited to; diet and weight control, smoking, alcohol consumption, stress and sleep patterns.
- The psychobiological, behavioural, social and cognitive antecedents of acute and chronic exercise, including but not limited to; the relationship between exercise and anxiety, stress, and depression.
- Motivational theory will be considered in terms of practical implications for the practitioner. Determinants of exercise adherence will be reviewed for various populations across the lifespan.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	1500 words	50%

Assessment Summary

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

This module meets some of the core competencies required by the Association for Nutrition as part of the accreditation of the programme.

INDICATIVE READING LIST

Module Code	BMHN4002	
Module Title	Introduction to Health and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Biddle, S.J.H., Mutrie, N., and Gorley, T. (2015) <i>Psychology of physical activity: determinants, well-being and interventions</i> . Oxon: Routledge.	☒
Essential	Donnelly, A. A. (Ed.) and MacIntyre, T.E. (ed.) (2019) <i>Physical activity in natural settings: green and blue exercise</i> . Routledge.	☐
Essential	Hanrahan, S. and Andersen, M. (2015) <i>Doing exercise psychology</i> . Champaign IL: Human Kinetics.	☐

Module Code	BMHN4002	
Module Title	Introduction to Health and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Lox, C.L., Ginis, K. A., Gainforth, H.L., and Petruzzello, S.J. (2019) <i>The psychology of exercise: integrating theory and practice</i> 5 th Ed. Routledge.	☐
Essential	Morrison, V. and Bennett, P. (2012) <i>An introduction to health psychology</i> 3 rd Ed. London: Pearson.	☐
Essential	Taylor, S.E. (2017) <i>Health psychology</i> 10 th Ed. London: McGraw-Hill Higher Education.	☐
Essential	Weinberg, R. and Gould, D. (2018) <i>Foundations of sport and exercise psychology</i> 7 th Ed. Champaign IL: Human Kinetics.	☐
Further	Blackman, M.C., and Kvaska, C.A. (2011) <i>Nutrition psychology: improving dietary adherence</i> . Sudbury: Bartlett Publishers.	☐
Further	Buckworth, J., Dishman, R.K., O'Connor, P.J. and Tomporowski, P.D. (2013) <i>Exercise psychology</i> 10 th Ed. Champaign IL: Human Kinetics.	☒
Further	Eklund, R.C. and Tenenbaum, G. (eds.) (2014) <i>Encyclopedia of sport and exercise</i> . London: Sage.	☒
Further	Moran, A.P. (2012) <i>Sport and exercise psychology: a critical introduction</i> 2 nd Ed. London: Routledge.	☒
Further	Sarafino, E.P. (2013) <i>Health psychology: bio psychosocial interactions</i> 8 th Ed. Chichester: Wiley.	☒

Module Code	BMSS4008
Title	Learning in the Digital Era
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

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

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS4008	
Module Title	Learning in the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Further	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Cod y Modwl	BMSS4008C
Teitl	Dysgu yn yr Oes Ddigidol
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu sgiliau'r myfyrwyr ar gyfer astudio annibynnol a dysgu gydol oes, a fydd yn ffurfio'r sylfeini ar gyfer cwblhau eu rhaglen radd yn llwyddiannus a chefnogi cyfleoedd cyflogaeth yn y dyfodol.

DEILLIANNAU DYSGU

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

- Arddangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- Ymarfer egwyddorion ystwythder dysgu
- Defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnod a llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl yn feirniadol: materion yn ymwneud â gwybodaeth, cred, ac amheuaeth.
- Ysgrifennu beirniadol: synthesis, aralleirio a chreu dadl wybodus, gan osgoi llên-ladrad.
- Myfyrio a hunanfyfyrio.
- Hunaniaeth ac ymdeimlad o le; yn cynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth, amrywiaeth a chynhwysiant, ac amlieithrwydd.
- Sgiliau ar gyfer amrywiaeth o ddulliau asesu, yn cynnwys blogiau, flogiau, fideo, cyflwyniadau, perfformiadau, poster, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n sail i gydnerthedd, iechyd, llesiant ac ystwythder dysgu; rôl ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd corfforol: Ystyriaethau ynghylch rôl gweithgarwch corfforol i gefnogi iechyd corfforol, meddyliol, llesiant a chydnerthnedd.
- Llythrennedd digidol: defnyddio technoleg briodol; aros yn ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gweithio mewn tîm.

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	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Fideo a Deunyddiau Ategol	Fideo unigol 3 munud sy'n ymgorffori deunyddiau ategol	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyrwr.

Cod y Modwl	BMSS4008C	
Teitl y Modwl	Dysgu yn yr Oes Ddigidol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☒
Pellach	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Pellach	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Module Code	BMPE4005
Title	Physical Education & Aquatic Activities
Date	13/07/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide an introduction to Physical Education in the National Curriculum (NCPE) and the holistic development of young people within Physical Education.
- To develop an understanding and ability to design learning tasks which take into account different learning and teaching styles.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of the NCPE programmes of study and holistic development in Physical Education
- Use observational skills to analyse technique and make appropriate technical judgements to improve performance.
- Exhibit effective communication strategies when delivering practical activities to others, and modify them as necessary.

INDICATIVE CONTENT

- Brief historical location of Physical Education in state education and the development of its place in the National Curriculum.
- Peter Arnold's categories of education 'through', 'about' and 'of' the physical or movement.
- Developing skills across the curriculum through Physical Education.
- Planning for learning – designing learning outcomes, learning tasks and evaluating effective teaching.
- Development of lifesaving skills (including lifesaving qualification).
- Health and safety and safe practise issues when working with adults or children in a swimming pool environment.
- The mechanical principles of swimming and analysis of stroke technique.
- Teaching strategies, short and long term planning and effective communication skills for teaching/coaching.
- Students will apply their knowledge and understanding through practical teaching/coaching experience in individual and group situations.
- Acquisition of the 'Swimming Teachers Certificate' qualification.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical teaching	45 minutes	50%

Assessment Summary

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

This module is closely aligned with the STA Lifeguard and Swimming Teacher qualifications. Students are encouraged to acquire these awards during the module.

INDICATIVE READING LIST

Module Code	BMPE4005	
Module Title	Physical Education & Aquatic Activities	
Classification	Reading List entry	Electronic*
Essential	Laughlin, T. and Delves, J. (2004) <i>Total Immersion</i> , London: Simon & Schuster.	☐
Essential	Maglischo, E.W. (2003) <i>Swimming Fastest</i> , Champaign IL: Human Kinetics.	☐
Essential	Napolski, J. (2018) <i>Teaching Swimming - Fun and Effective Instruction</i> , Libertyville, IL: Swimming Ideas, LLC.	☒
Essential	Noble, J. and Cregeen, A. (2004) <i>Swimming Games and Activities</i> , London: A&C Black.	☐
Essential	YMCA. (1999) <i>Teaching Swimming Fundamentals</i> , Champaign IL: Human Kinetics.	☐
Essential	YMCA. (1999) <i>The Youth and Adult Aquatics Program Manual</i> , Champaign IL: Human Kinetics.	☐
Essential	Young, M. (2011) <i>How To Be A Swimming Teacher</i> , Hertfordshire: Educate and Learn Publishing.	☒
Essential	Capel, S. and Piotrowski, S. (2000) <i>Issues in physical education</i> . London: Routledge Falmer.	☒
Essential	Capel, S. and Whitehead, M. (2013) <i>Debates in physical education</i> . Oxon: Routledge	☒

Module Code	BMPE4005	
Module Title	Physical Education & Aquatic Activities	
Classification	Reading List entry	Electronic*
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical education in the National Curriculum for Wales</i> . Cardiff: DCELLS.	☒
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b) <i>Skills framework for 3 to 19-year-olds in Wales</i> . Cardiff: DCELLS.	☒
Essential	Green, K. (2008) <i>Understanding physical education</i> . London: Sage.	☒
Further	Green, K. and Hardman, K. (eds) (2005) <i>Physical education essential issues</i> . London: Sage.	☒
Further	Bailey, R. and Kirk, D. (Eds.). (2009) <i>The Routledge physical education reader</i> . London: Routledge.	☐
Further	Ennis, C.D. (Ed.). (2017) <i>Routledge handbook of physical education pedagogies</i> . London: Routledge.	☒
Further	Kirk, D. (2010) <i>Physical education futures</i> . Oxon: Routledge.	☒
Further	Kirk, D. MacDonald, D. and O'Sullivan, M. (2006) <i>The handbook of physical education</i> . London: Sage Publications.	☒
Further	Metzler, M.W. (2011). <i>Instructional models in physical education</i> . 3 rd edn. Scottsdale Arizona: Holcomb Hathway.	☐
Further	Whitehead, M. (2010). <i>Physical literacy throughout the lifecourse</i> . New York: Routledge.	☒
Further	Bailey, R. (Ed.) (2010) <i>Physical Education for Learning – A Guide for Secondary Schools</i> , London: Continuum.	☒
Further	Cross, R and Wilson, C. (2004) <i>Swimming and Teaching Coaching Level 2&3</i> , Leicestershire: ASA Merchandising.	☐

Module Code	BMSS5006
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS5006	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	BMSS5006C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

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

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwyllynnol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.

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	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portfolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS5006C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Pellach	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	BMSS5005
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSS5005	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations :</i>	☒

	<i>Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Cod y Modwl	BMSS5005C
Teitl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu cysyniadau ac arferion creadigrwydd a chreu gwerth i ddatblygu datrysiadau arloesol, uchelgeisiol a blaengar.

DEILLIANNAU DYSGU

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

- Arddangos gwybodaeth a dealltwriaeth feirniadol o arloesedd, creadigrwydd a meddylfryd mentrus, gan gydnabod y gwerthoedd a'r cyfraniad mae creadigrwydd yn ei wneud er lles pawb.
- Ffurio, mynegi a chymhwyso meddwl creadigol o fewn cyd-destun seiliedig ar waith neu academiaidd i ddatblygu datrysiadau newydd a/neu greu gwerth.

CYNNWYS DANGOSOL

- Creadigrwydd mewn theori ac ymarfer.
- Creu gwerth mewn theori ac ymarfer.
- Arweinyddiaeth greadigol a moesegol: sgiliau a heriau.
- Ysgogi arloesedd a newid, yr unigolyn intrapreneuraidd ac entrepreneuraidd.
- Meddwl yn feirniadol, cywiro diffygion a datrys problemau, datblygu datrysiadau newydd.
- Casglu gwybodaeth ar gyfer ysbrydoliaeth, creu gweledigaeth a syniadaeth.
- Datblygu'r meddylfryd mentrus a yrrir gan ddata.
- Technolegau cyfoes: realiti rhithwir ac estynedig a deallusrwydd artiffisial i wella creadigrwydd ac arloesedd.
- Ymarferion rheoli amser ar gyfer meddylfryd entrepreneuraidd.
- Bod yn ddyfeisgar, o ran llwyddo i wneud y tro â llai o adnoddau.
- Myfyrio a hunan-fyfyrto.

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	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio o ymarferion gosod ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSS5005C	
Teitl y Modwl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Hanfodol	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Hanfodol	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Pellach	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒

Pellach	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Pellach	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	BMPE5001
Title	Competitive Activities: A Models Based Approach
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop knowledge and critical understanding of promoting learning within a range of domains (i.e., physical, social and cognitive) through competitive activities.
- To develop practical skills of teaching/coaching competitive activities using a models-based approach.

LEARNING OUTCOMES

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

- critically evaluate the use of the Sport Education Model and Cooperative Learning as delivery approaches within competitive activities (e.g., racquet sports, athletic activities);
- apply the principles of models based practice to effectively plan and deliver lessons/sessions of competitive activities that promote holistic learning;
- analyse the effectiveness of a range of technologies to support holistic learning through Competitive Activities.

INDICATIVE CONTENT

- Experience teaching and performing a range of practical activities using models based practice.
- Knowledge and understanding of the key features of the Sport Education, Teaching Games for Understanding/Games Sense, & Cooperative Learning Models.
- Evaluation of a models based approach to competitive activities with the requirements of the National Curriculum for Physical Education.
- Practical development of a range of teaching and learning strategies to promote cooperative learning within athletic activities.
- Learning how to effectively plan and organise a season of Sport Education (Siedentop, 1995) for a group of school pupils or within youth sport.
- Effectively use technology to support learning through the creation of resources, provision of feedback and evaluation of performance.
- Comparison of a models-based approach to more traditional delivery methods within competitive activities.

- Knowledge of rules, techniques, tactics and principles of play within competitive activities (e.g. racquet sports and athletic activities).
- Principles related to the development of physical competence within competitive activities (e.g., Athletic Skills Model, Long Term Athlete Development).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Blogs	3	30%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500	30%

Assessment Component 3 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Teaching	1 hour lesson	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE5001	
Module Title	Competitive Activities: A Models Based Approach	
Classification	Reading List entry	Electronic*
Essential	Bailey, R. and Kirk, D. (Eds.) (2009). <i>The physical education reader</i> . Oxon: Routledge.	☐
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a). <i>Physical education in the National Curriculum for Wales</i> . DCELLS: Cardiff.	☒
Essential	Dyson, B. and Casey, A. (2012). <i>Cooperative learning in physical education: A research based approach</i> . Oxon: Routledge.	☒
Essential	Dyson, B. and Casey, A. (2016). <i>Cooperative learning in physical education and physical activity: A practical introduction</i> . Oxon: Routledge.	☒
Essential	Siedentop, D., Hastie, P. A. and Van Der Mars, H. (2011). <i>Complete guide to sport education: Second edition</i> . Champaign, IL: Human Kinetics.	☒
Essential	Siedentop, D. (1994). <i>Quality PE through sport experiences: Sport education</i> . Champaign, IL: Human Kinetics.	☐
Further	Balyi, I., Way R. & Higgs, C. (2013) <i>Long term athlete development</i> . Champaign, IL: Human Kinetics.	☐
Further	Capel, S. and Whitehead, M. (2013). <i>Debates in physical education</i> . Oxon: Routledge.	☒
Further	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b). <i>Skills framework for 3 to 19-year-olds in Wales</i> . DCELLS: Cardiff.	☒
Further	Ennis, C.D. (Ed.). (2017). <i>Routledge handbook of physical education pedagogies</i> . London: Routledge.	☒
Further	Light, R., Quay, J., Harvey, S. and Mooney, A. (2014). <i>Contemporary developments in games teaching</i> . Oxon: Routledge.	☒
Further	Metzler, M.W. (2011). <i>Instructional models in physical education</i> . 3 rd edn. Scotsdale Arizona: Holcomb Hathway.	☐
Further	Wormhoudt, R., Savelsbergh, G.J.P., Teunissen, J.W. & Davids, K. (2018) <i>The athletic skills model: Optimizing talent development through movement education</i> . Oxon: Routledge.	☐

Module Code	BMSS5001
Title	Exercise Physiology
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	BA Physical Education students: • BMSS4007 Human Physiology and Fitness

AIM(S)

- To develop a critical understanding of the influence of physiological capacities on performance and health, along with developing the skills and knowledge required to interpret physiological assessments to inform exercise prescription.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of how to measure the physiological capacities of athletes/clients.
- Critically review research relating to human performance and health.
- Provide exercise physiology support for performance/health.

INDICATIVE CONTENT

- Safe and effective use of exercise physiology laboratory and equipment, including: operating procedures, protocols, calibration, sterilisation, and confidentiality.
- Appropriate management of athletes/clients including: pre-test evaluations, risk assessing, warm up and cool down, wellbeing and mental preparation, hydration and cooling.
- Define sports/activities in terms of their components of fitness
- The physical and physiological responses to acute and chronic exercise, recovery and detraining.
- The physiological mechanisms that underpin the link between Physical Activity/Inactivity and health.
- Conduct physiological assessments using recognised protocols on a range of health & performance related components of fitness.
- Analysis and presentation of gathered data using appropriate formats.
- Interpretation of results using normative data and contemporary research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSS5001	
Module Title	Exercise Physiology	
Classification	Reading List entry	Electronic*
Essential	McArdle, W., Katch, F., & Katch, Victor L. (2015). <i>Exercise physiology : Nutrition, energy and human performance</i> (8 th edition.; International ed.). Philadelphia: Wolters Kluwer.	☐
Essential	American College of Sports Medicine. (2018). <i>ACSM's guidelines for exercise testing and prescription</i> (10 th edition). Philadelphia: Wolters Kluwer.	☐
Essential	Kenney, L.W., Wilmore, J.H. & Costill, D.L. (2015). <i>Physiology of sport and exercise</i> (6th edition). Champaign, IL: Human Kinetics.	☐

Module Code	BMSS5001	
Module Title	Exercise Physiology	
Classification	Reading List entry	Electronic*
Further	Hoffman, J. (2006) <i>Norms for Fitness Performance and Health</i> . Champaign IL: Human Kinetics.	☐
Further	Haff, G. & Dumke, C., (2012). <i>Laboratory manual for exercise physiology</i> , Champaign, IL: Human Kinetics.	☐
Further	Winter, E.M. (2007). <i>Sport and exercise physiology testing guidelines: The British Association of sport and exercise sciences guide Vol. 1, Sport testing</i> . London: Routledge.	☐
Further	Winter, E.M. (2007). <i>Sport and exercise physiology testing guidelines: The British Association of Sport and Exercise Sciences guide Vol. 2 Exercise and clinical testing</i> . London: Routledge.	☐

Module Code	BMPE5005
Title	Foundations for High Quality Physical and Outdoor Learning.
Date	13/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To equip students with a thorough understanding of the principles of the Foundation Phase / Successful Futures, the role of the learning environment and the importance of outdoors and physical play.

LEARNING OUTCOMES

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

- Evaluate the contribution of constructivist theory and educational ideologies to early years education and the underlying principles and philosophy of the Foundation Phase and/or Successful Futures in Wales.
- Demonstrate a knowledge and critical understanding of the role of the outdoor classroom and the impact the environment can have on the development of children's sensory motor development and physical literacy as a vehicle for inclusive practice.
- Demonstrate a critical understanding of different types of learning needs and circumstances relating to a child's ability to respond in Physical Development lessons;
- identify and utilise a range of strategies to enable all young people, whatever their circumstances or ability, to take part in and enjoy meaningful Physical Development lessons which contributes to the development of physical literacy;

INDICATIVE CONTENT

- An overview of child development theories and practices that have influenced the Foundation Phase including the contributions of Dewey, Froebel, Montessori, Steiner, Vygotsky, Bruner, Gardner and Malaguzzi.
- An insight into international educational practices that have informed Foundation phase philosophy. E.g. Reggio Emilia and Hi-Scope and educational approaches in New Zealand and Finland.
- A study of the Foundation Phase within Successful Futures curriculum and the integrated nature of the seven areas of learning with a particular focus on the role of the outdoors and play as effective vehicles for learning.

- An overview of early childhood motor development and recognition of developmental norms to enable effective planning and organisation of appropriate opportunities for both teacher-led and child initiated learning indoors and outdoors.
- An introduction to the potential of the contribution of outdoor and adventurous activities to the development of physical literacy by analysing the effectiveness of range of resources, classroom management and organisation and the outdoor classroom impacting children's ability to learn.
- The nature of 'inclusion' and identification of children with a range of learning needs in the Foundation Phase and the factors that impact their ability to gain access and to respond positively to physical activities.
- Gain some practical experience of a range of strategies and resources for the effective delivery of inclusive Physical Development within the Foundation Phase.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Reflection / Rationale	15 minutes equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework (Essay)	50%
Practical (Reflection)	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMPE5005	
Module Title	Foundations for High Quality Physical and Outdoor Learning.	
Classification	Reading List entry	Electronic*
Essential	Bilton, H. (ed) (2005) <i>Learning outdoors: Improving the quality of young children's play outdoors</i> . London: David Fulton Publishers.	☐
Essential	Garrik, R. (2004) <i>Outdoor play in the early years</i> , London: Continuum.	☐
Essential	Gallahue D., Ozmun J., and Goodway J. (2012) <i>Understanding motor development: Infants, children, adolescents, Adults</i> . Boston: McGraw Hill,	☐
Essential	Macintyre C. And McVitty K. (2004) <i>Movement and learning in the early years</i> , London: Sage.	☐
Essential	Hayes, S. and Stidder, G. (2003) <i>Equity and inclusion in physical education and sport: contemporary issues for teachers, trainees, and practitioners</i> . London: Routledge.	☐
Essential	Vickerman P. (2007) <i>Teaching physical education to children with special educational needs</i> . London: Routledge.	☐
Essential	Fitzgerald H. (ed). (2009) <i>Disability and youth sport</i> . London: Routledge.	☐
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Government Wales.	☒
Further	Brock A., Dodds S., Jarvis P. and Olusoga. (2005) <i>Perspectives on play, learning for life</i> . London: Pearson.	☐
Further	Wilson, R. (2012) <i>Nature and young children: Encouraging creative play and learning in natural environments</i> (second edition). Oxon: Routledge.	☐
Further	Keenan T., Evans S. and Crowley K. (2016) <i>An introduction to child development</i> . 3 rd edition. London: Sage	☐
Further	Waite, S. (2011) <i>Children learning outside the classroom from birth to eleven</i> . London: Sage.	☐
Further	Archer C. and Siraj I. (2015) <i>Encouraging physical development through movement-play</i> . London: Sage.	☒
Further	Palaiologou, I. (2008) <i>Childhood observation</i> . Exeter: Learning Matters.	☐
Further	Kirby, A. and Drew, S. (1997) <i>Guide to developmental co-ordination disorders</i> . London: David Fulton Publishers.	☐
Further	Capel S. and Whitehead M. (2013) <i>Debates in physical education</i> . London: Routledge.	☐
Further	Griggs, G. and Petrie, K. (eds). (2018) <i>Routledge handbook of primary physical education</i> . London: Routledge.	☒
Further	Griggs, G. (ed). (2012) <i>An introduction to primary physical education</i> . London: Routledge	☐

Module Code	BMPE5005	
Module Title	Foundations for High Quality Physical and Outdoor Learning.	
Classification	Reading List entry	Electronic*
Further	O'Sullivan, M. and MacPhail, A. (2010) Young people's voices in physical educational and youth sport. London: Routledge.	☐
Further	Dowling F., Fitzgerald H. and Flintoff A. (2012) <i>Equity and difference in physical education, youth sport and health</i> . London: Routledge.	☐
Further	Dagkas, S. and Armour, K. (2012) <i>Inclusion and exclusion through youth sport</i> . London: Routledge.	☐

Module Code	BMPE5002
Title	Health and Well-being in Education
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop a knowledge of the role of Health and Well-being Education within Schools and understand the contribution that schools can make in the promotion of a healthy active lifestyle.

LEARNING OUTCOMES

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

- Show critical understanding of the contribution of a whole school approach to young people's health and well-being
- Demonstrate secure knowledge and understanding of the roles and responsibilities of different individuals and agencies in promoting safe and healthy experiences for children and young people
- Select and apply appropriate learning activities to address a range of health and well-being related education learning outcomes

INDICATIVE CONTENT

- Holistic view of health encompassing physical, mental and social well-being
- Whole school approaches for impacting health behaviours
- Government legislation, policy and documents relating to health and lifestyle issues within and around schools e.g. Well-being of future generations act; Curriculum for life; Welsh Network for Healthy Schools Scheme.
- The potential impact of teaching and learning strategies on pupil activity levels and how these may affect lifelong health related behaviour
- Physical literacy as lifelong disposition to be supported and developed at schools
- Nature and future of physical education and the wider curriculum and the impact of health and well-being learning in schools

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	20	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE5002	
Module Title	Health and Wellbeing in Education	
Classification	Reading List entry	Electronic*
Essential	Capel, S. and Whitehead, M. (2013) <i>Debates in physical education</i> , Milton Park, Abingdon, Oxon: Routledge.	☒
Essential	Howard, C., Burton, M., Levermore, D. and Barrell, R. (2017) <i>Children's mental health & emotional well-being in primary schools: A whole school approach</i> , London: Sage.	☐
Essential	Whitehead, M. (2010) <i>Physical literacy throughout the lifecourse</i> . Oxon: Routledge.	☒
Further	Carson, R.W. and Webster, C.A. (2020) <i>Comprehensive School Physical Activity Programs</i> . Champaign, IL: Human Kinetics.	☐
Further	Draper, N. and Stratton, G. (2019) <i>Physical activity: A multi-disciplinary introduction</i> . Oxon: Routledge.	☐

Module Code	BMSS5004
Title	Sport and Exercise Psychology
Date	04/03/2020
Level	5
Credits	20
Pre-Requisites	BA Physical Education Students: • BMHN4002 Introduction to Health and Exercise Psychology

AIM(S)

- To develop the student's knowledge and understanding of psychology theories and models, and their application to sports performance.
- To develop a critical understanding of health and exercise related theories, models and research for a range of populations, and their practical implications within an exercise context.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the role of the sport and exercise psychologist, and examine current themes within sport and exercise psychology, and skill acquisition research.
- demonstrate a critical understanding of the importance of individual differences, group processes, and environmental factors in relation to sports performance and participation in exercise.
- appraise the relationship between exercise and mental health, and demonstrate an understanding of the exercise needs and motives of different population groups.

INDICATIVE CONTENT

- Contemporary topics from sport psychology to include: anxiety, self-confidence, the psychology of teams, group dynamics, and cohesion.
- Evaluation of the effectiveness of psychological skills: goal setting, imagery, relaxation, self-talk.
- Theories of motor control and the organisation of practice.
- The relationship between exercise and mental health: self-esteem, body image, and the negative impacts of exercise (e.g., exercise addiction).
- Theories to predict and explain exercise behaviour.
- Exercise needs and motives within different population groups, and the impact of indoor / outdoor exercise environments.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,000 words	50%

Assessment Component 2 (Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSS5004	
Module Title	Sport and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Biddle, S.J.H., Mutrie, N., and Gorley, T. (2015) <i>Psychology of physical activity: determinants, well-being and interventions</i> . Oxon: Routledge.	☒
Essential	Donnelly, A. A. (ed.) and MacIntyre, T.E. (ed.) (2019) <i>Physical activity in natural settings: green and blue exercise</i> . Routledge.	☐
Essential	Hall, C., McKay, C.D., Duncan, L. (2019) <i>Psychological interventions in sport, exercise and injury rehabilitation</i> . Kendall/Hunt Publishing Company.	☐
Essential	Hanton, S., and Mellalieu, S.D. (eds.) (2006) <i>Literature reviews in sport psychology</i> . Hauppauge, NY: Nova Science.	☒

Module Code	BMSS5004	
Module Title	Sport and Exercise Psychology	
Classification	Reading List entry	Electronic*
Essential	Kremer, J., Moran, A.P., and Kearney, C.J. (2019). <i>Pure sport: sport psychology in action</i> . Routledge.	☐
Essential	Lox, C.L., Ginis, K. A., Gainforth, H.L., and Petruzzello, S.J. (2019) <i>The psychology of exercise: integrating theory and practice</i> 5 th Ed. Routledge.	☐
Essential	Magill, R.A., & Anderson D. (2013) <i>Motor learning and control: concepts and applications</i> . 10 th Ed. Maidenhead: Mc Graw Hill.	☒
Further	Buckworth, J., Dishman, R.K., O'Connor, P.J., & Tomporowski, P.D. (2013) <i>Exercise psychology</i> 10 th Ed. Champaign IL: Human Kinetics.	☒
Further	Ekkekakis, P. (ed.) (2013) <i>Routledge handbook of physical activity and mental health</i> . London: Routledge.	☒
Further	Horn, T.S. (2008) <i>Advances in sport psychology</i> . Champaign IL: Human Kinetics.	☒
Further	Mellalieu, S.D., and Hanton, S. (ed's) (2008) <i>Advances in applied sport psychology: a review</i> . Abingdon, UK: Routeledge (ebook).	☒
Further	Roberts, G.C., and Treasure, D.C. (2011) <i>Advances in motivation in sport and exercise</i> 3 rd Ed. Champaign IL: Human Kinetics.	☒
Further	Schmidt, R.A., & Wrisberg, C.A. (2011) <i>Motor learning and performance: A problem-based learning approach</i> . 5 th Ed. Champaign, IL: Human Kinetics	☒
Further	Weinberg, R. and Gould, D. (2018) <i>Foundations of sport & exercise psychology</i> 7 th Ed. Champaign IL: Human Kinetics.	☒

Module Code	BMPE6001
Title	Assessment in Physical Education
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To secure knowledge and understanding of effective teaching and learning in Physical Education through issues relating to monitoring and assessing pupil achievement.

LEARNING OUTCOMES

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

- critically reflect upon the purposes and functions of assessment in Physical Education;
- synthesise information from a range of sources to make judgements on learning and performance and identify aspects of progression;
- analyse the underlying principles relating to assessment, recording and reporting approaches within Physical Education

INDICATIVE CONTENT

- The diagnostic function of assessment including Assessment for Learning in PE, Strategies and evidence for monitoring pupil progress and how this can inform teaching.
- The use of assessment alongside the provision of effective feedback to pupils.
- Identification of suitable and relevant assessment criteria.
- Feedback for evaluating curriculum effectiveness both formative and summative.
- Developments in assessment in physical education to meet statutory requirements for the Foundation phase and Key stages 2, 3 and 4.
- Accreditation in the 14-19 curriculum relating to vocational demands e.g. sports coaching awards, sport leadership and academic qualifications including GCSE, BTEC and A/AS level.
- The gathering of assessment evidence e.g. Assessment tools in PE (including technology), task & target setting.
- Importance and purpose of keeping records, recording and reporting issues.
- Understand the range of assessment outcomes for PE from physical, social, cognitive and affective domains.
Critical evaluation of traditional assessment practices (e.g. sport techniques, fitness testing).
- Analyse the purpose, and protocols for assessment in Physical Education.
- Explore student centred assessment strategies (e.g. peer/self-assessment).
- Use of assessment in informing future departmental planning (i.e. self-evaluation) encompassing whole school performance.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3000 words	50%

Assessment Component 2 (*Tick one*)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE6001	
Module Title	Assessment in Physical Education	
Classification	Reading List entry	Electronic*
Essential	Bailey, R. and Kirk, D. (Eds.) (2009). <i>The physical education reader</i> . Oxon: Routledge.	☐
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a). <i>Physical Education in the National Curriculum for Wales</i> . Cardiff: DCELLS.	☒
Essential	Green, K. (2008). <i>Understanding physical education</i> . London: Sage.	☒
Essential	Kirk, D. MacDonald, D. and O'Sullivan, M. (2006). <i>The handbook of physical education</i> . London: Sage Publications.	☒

Module Code	BMPE6001	
Module Title	Assessment in Physical Education	
Essential	Metzler, M.W. (2011). <i>Instructional models in physical education</i> . 3 rd edition. Scottsdale Arizona: Holcomb Hathway.	☐
Further	Capel, S. and Whitehead, M. (2013). <i>Debates in physical education</i> . Oxon: Routledge.	☒
Further	Capel, S. and Whitehead, M. (2010). <i>Learning to teach physical education in the secondary school</i> . Oxon: Routledge.	☒
Further	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008b). <i>Skills framework for 3 to 19-year-olds in Wales</i> . Cardiff: DCELLS.	☒
Further	Ennis, C.D. (Ed.). (2017). <i>Routledge handbook of physical education pedagogies</i> . London: Routledge.	☒
Further	Green, K. and Hardman, K. (eds) (2008). <i>Physical education essential issues</i> . London: Sage.	☒
Further	Lund, J. and Tannehill, J. (2010). <i>Standards-based physical education curriculum development</i> . Sudbury MT: Jones & Bartlett	☐
Further	Siedentop, D., Hastie, P. A. and Van Der Mars, H. (2011). <i>Complete guide to sport education: Second edition</i> . Champaign, IL: Human Kinetics.	☒

Module Code	BMSS6001
Title	Coaching Pedagogy
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a deeper understanding of the theoretical principles surrounding sports coaching pedagogy.
- To apply relevant theoretical principles to practical sports coaching.

LEARNING OUTCOMES

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

- apply observational skills to evaluate human performance in selected sporting contexts;
- apply appropriate pedagogical and sport psychology theory to the planning and delivery of a sports coaching session;
- critically appraise complex coaching principles and practices, using personal research and reflection.

INDICATIVE CONTENT

- The module will offer students opportunities to develop their understanding of coaching philosophy, sport psychology and pedagogy of sports coaching. This will be achieved by analysis of coaching objectives with specific reference to physical, psychological and social development.
- Students will examine the typology of teaching and coaching styles assessing applications and effectiveness in a variety of sporting contexts and situations.
- Observation and analysis of performance including the highlighting of critical features.
- The principles and theories of learning will be practically applied to teaching and coaching.
- Students will study the principles and techniques of goal setting as a tool for enhancing performance, with specific reference to analysing the technical, tactical, physical and psychological aspects of performance.
- The principles of feedback and reinforcement will be studied in the context of sports coaching.
- The principles of motivation will also be considered with specific reference to the concept of self-determined motivation and current research and thinking.
- Basing the organisation and manipulation of practice sessions on the classifications of skills being developed.
- Development of physical competence within different sports.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	25 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical Coaching Session	30 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSS6001	
Module Title	Coaching Pedagogy	
Classification	Reading List entry	Electronic*
Essential	Gordon, D. (2008). <i>Coaching science</i> . Exeter: Learning Matters.	☐
Essential	Jones, R.L., Hughes, M. & Kingston, K. (2008). <i>An introduction to sports coaching: From science and theory to practice</i> . London: Routledge.	☐
Essential	Cassidy, T. G., Jones, R. L. & Potrac, P. (2009) <i>Understanding sports coaching: The cultural and pedagogical foundations of coaching practice</i> . London: Routledge.	☐

Module Code	BMSS6001	
Module Title	Coaching Pedagogy	
Classification	Reading List entry	Electronic*
Essential	Nelson, L., Groom, R. & Potrac, P. (2016) <i>Learning in sports coaching: Theory and application</i> . London: Routledge.	☒
Further	Renshaw, I., Davids, K., Newcombe, D. and Roberts, W. (2019) <i>The constraints led approach: Principles for sports coaching and practice design</i> . London: Routledge.	☐
Further	Martens, R. (2012) <i>Successful coaching</i> . 4 th edn. Champaign IL: Human Kinetics.	☐
Further	Beachamp, M. R. & Eys, M. A. (Eds.) (2014) <i>Group dynamics in exercise and sport psychology</i> . 2 nd edn. Oxon: Routledge.	☒
Further	Metzler, M.W. (2011). <i>Instructional models in physical education</i> . 3 rd edn. Scottsdale Arizona: Holcomb Hathway.	☐
Further	Mosston, M. & Ashworth, S. (2001) <i>Teaching physical education</i> . London: Pearson.	☒
Further	Roberts, G. C. and Treasure, D. C. (Eds.) (2012) <i>Advances in motivation in sport and exercise</i> . 3 rd edn. Champaign IL: Human Kinetics.	☐
Further	Williams, A.M. & Hodges, N.J. (2004). <i>Skill acquisition in sport: Research, theory and practice</i> . London: Routledge.	☒

Module Code	BMOE6002
Title	Curriculum Adventure
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To locate the concept of adventure within the curriculum learning experiences of 8 to 16 year olds.

LEARNING OUTCOMES

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

- critically evaluate the importance of adventure to individual learning, personal development, society and work;
- critically analyse a range of different teaching and learning strategies appropriate to adventurous learning;
- negotiate a range of learning opportunities to underpin adventure in the whole curriculum;
- critically analyse the role of adventure and the outdoors in the development of children's physical literacy.

INDICATIVE CONTENT

- The history and politics of adventure within the curriculum. How developments in curriculum impact on access to adventure. Consideration will be given to the availability of local and national facilities for outdoor learning.
- The contribution the outdoors and adventure makes to the development of physical literacy.
- The role of the hidden and extended curriculum will be considered alongside the taught curriculum in fulfilling statutory and non-statutory requirements.
- Opportunities to utilise the whole school and the local environment as a learning venue for curriculum adventure will be identified. In particular the importance of the 'outdoor classroom', day-trips and residential experiences will be discussed.
- Teaching and learning strategies for incorporating adventure at key stages 2, 3 and 4 will be discussed and examples of good practice identified. Consideration will be given to the opportunities to link curricular learning with natural and urban environments as well as the potential offered by extra-curricular bodies such as the Sail Training Association, Duke of Edinburgh Award and Learning Through Landscapes Trust.
- The value and practicalities of curriculum adventure for pupils with Special Educational Needs will be considered alongside examples of good practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMOE6002	
Module Title	Curriculum Adventure	
Classification	Reading List entry	Electronic*
Essential	Louv, R. (2005) <i>Last child in the woods: Saving our children from nature deficit disorder</i> . London: Atlantic.	☐
Essential	Palmer, S. (2006) <i>Toxic childhood: How the modern world is damaging our children and what we can do about it?</i> London: Orion Books Ltd.	☐
Essential	Gill, T. (2007) <i>No fear: Growing up in a risk averse society</i> . London: Calouste Gulbenkian Foundation.	☐
Essential	Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 1 – advocating for the model. <i>Journal of Physical Education and Sport Pedagogy</i> . Vol 21(5) pp 481-500.	☒

Module Code	BMOE6002	
Module Title	Curriculum Adventure	
Classification	Reading List entry	Electronic*
Essential	Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 2 – outlining the model. <i>Journal of Physical Education and Sport Pedagogy</i> . Vol 21(6) pp 589-602.	☒
Essential	Williams, A. and Wainwright, N. (2019) Rethinking Adventurous Activities in Physical Education: Models-Based Approaches. <i>Journal of Adventure Education and Outdoor Learning</i> https://doi.org/10.1080/14729679.2019.1634599	☒
Further	Beames, S., Higgins, P., and Nicol, R. (2012) <i>Learning outside the classroom: Theory and guidelines for practice</i> . London: Routledge.	☐
Further	Capel, S. and Whitehead, M. (2013) <i>Debates in physical education</i> . Oxon: Routledge	☒
Further	Waite, S. (2011) <i>Children learning outside the classroom from birth to eleven</i> . London: Sage.	☐
Further	Edwards, L, C., Bryant, A.S., Keegan, R.J., Morgan, K. and Jones, A. (2016) 'Definitions, foundations and associations of physical literacy: a systematic review', <i>Sports Medicine</i> , 47(1), pp. 113-126.	☒

Module Code	BMPE6002
Title	Education, Sport and Physical Education
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To critically evaluate the role that Physical Education and school sport may contribute to the education and development of children.
- To assess current policy and initiatives on the provision and rationale for Physical Education and sport in schools.

LEARNING OUTCOMES

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

- appraise the historical development of Physical Education and school sport in relation to current practice, policies and initiatives in schools and the community;
- present a critical analysis of 'models based practice' as alternative forms of Physical Education delivery;
- evaluate the interface between Physical Education, Physical Literacy and sport.

INDICATIVE CONTENT

- Brief historical analysis of the development of Physical Education, and more recent focus on the National Curriculum.
- Evaluation of a range of issues related to Physical Education that includes: health and well-being, gender, talent identification, moral education and competition.
- Models based practice (e.g. Sport Education) as alternative forms of Physical Education delivery will be examined.
- Analysis of Kirk's 'PE Futures' work.
- The emergence of Physical Literacy as a concept and the place of Physical Education and school sport within it.
- Curriculum mapping and planning.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written seen test paper	2500 words	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE6002	
Module Title	Education, Sport and Physical Education	
Classification	Reading List entry	Electronic*
Essential	Bailey, R. and Kirk, D. (Eds.) (2009) <i>The physical education reader</i> . Oxon: Routledge.	☐
Essential	DCELLS/Department for Children, Education Lifelong Learning and Skills (2008a) <i>Physical education in the National Curriculum for Wales</i> . Cardiff: DCELLS.	☒
Essential	Green, K. (2008) <i>Understanding physical education</i> . London: Sage.	☒
Essential	Kirk, D. MacDonald, D. and O'Sullivan, M. (2006) <i>The handbook of physical education</i> . London: Sage Publications.	☒
Essential	Metzler, M.W. (2011) <i>Instructional models in physical education: 3rd edn</i> . Scotsdale Arizona: Holcomb Hathway.	☐
Further	Capel, S. and Whitehead, M. (2013) <i>Debates in physical education</i> . Oxon: Routledge.	☒
Further	Capel, S. and Whitehead, M. (2010) <i>Learning to teach physical education in the secondary school</i> . Oxon: Routledge.	☒

Module Code	BMPE6002	
Module Title	Education, Sport and Physical Education	
Classification	Reading List entry	Electronic*
Further	Ennis, C.D. (Ed.). (2017) <i>Routledge handbook of physical education pedagogies</i> . London: Routledge.	☒
Further	Green, K. and Hardman, K. (eds) (2008) <i>Physical education essential issues</i> . London: Sage.	☒
Further	Kirk, D. (2010) <i>Physical education futures</i> . Oxon: Routledge.	☒
Further	Siedentop, D., Hastie, P. A. and Van Der Mars, H. (2011). <i>Complete guide to Sport education</i> . 2 nd edn. Champaign, IL: Human Kinetics.	☒
Further	Whitehead, M. (2010). <i>Physical literacy throughout the lifecourse</i> . New York: Routledge.	☒

Module Code	BMSS6007
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMSS6007	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	BMSS6007C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

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	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	BMSS6007C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	BMPE6003
Title	Perspectives on Health and Physical Activity
Date	04/03/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide a research-based forum for discussing issues, and developing students' perspectives, on a range of current issues in the areas of sport, health, nutrition and physical education.

LEARNING OUTCOMES

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

- critically evaluate relevant research and current issues of interest within sport, health, nutrition and physical education;
- identify a current issue for investigation within the areas of sport, health, nutrition and physical education;
- demonstrate competence in selecting and using appropriate peer reviewed resources to provide a comprehensive review of research based evidence;
- present and defend a critical evaluation of a chosen current issue as part of a group seminar presentation.

INDICATIVE CONTENT

- Identification and discussion of a range of current issues of interest within sport, health, nutrition and physical education.
- Selection of an appropriate research question for in depth study as a group.
- The delegation of responsibilities for individual sections of the chosen research question.
- Critical review of research and other published information.
- Evaluation of the demands of group working, and the need to manage group dynamics.
- Presentation skills.
- Critically assess individual contributions within group work.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	23%
Independent learning	155	77%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPE6003	
Module Title	Perspectives on Health and Physical Activity	
Classification	Reading List entry	Electronic*
Essential	Bartley, M. (2016) <i>Health inequality: an introduction to concepts, theories and methods</i> . Polity Press.	☒
Essential	Biddle, S.J.H., Mutrie, N., and Gorley, T. (2015) <i>Psychology of physical activity: determinants, well-being and interventions</i> . Oxon: Routledge.	☒
Essential	Donnelly, A. A. (ed.) and MacIntyre, T.E. (ed.) (2019) <i>Physical activity in natural settings: green and blue exercise</i> . Routledge.	☐
Essential	Lean, M., and Combet, E. (2016) <i>Barasi's human nutrition: a health perspective</i> 3 rd Ed. London: CRC Press.	☐

Module Code	BMPE6003	
Module Title	Perspectives on Health and Physical Activity	
Classification	Reading List entry	Electronic*
Further	McNamee, M. J. (2006) <i>Research ethics in exercise, health and sport sciences</i> . London : Routledge.	☒
Further	Nnakwe, N. E. (2009) <i>Community nutrition: planning health promotion and disease prevention</i> . Sudbury, Mass: Jones and Bartlett Publishers.	☐
Further	Russell, G. W. (2008) <i>Aggression in the sports world: a social psychological perspective [ebook]</i> . New York: Oxford University Press.	☐
Further	Taylor, S.E. (2017) <i>Health psychology</i> 10 th Ed. London: McGraw-Hill Higher Education.	☐
Further	Young, K. (2019) <i>Sport, violence and society</i> . New York: Routledge.	☒