

# **Department of Sport and Physical Activity**

# **Faculty of Arts and Sciences**

## **BA (Hons) Physical Education and School Sport**

## **Pre-Entry Handbook**

## **2022-23**

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**Welcome to BA (Hons) Physical Education and School Sport**

The programme aims have been developed in accordance with the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland and Edge Hill University Undergraduate Degree Framework. The overall aim of the course is to provide a programme of education, which is concerned with the theoretical and empirical study of Physical Education and School Sport (PESS). More specifically, the course aims to encourage the intellectual development of students, through the study of theory and concepts associated with the main PESS disciplines including Pedagogy, Child Development and Physical Activity Provision. The course also enables students to develop a knowledge and understanding of the complex nature of the subject discipline of PESS, whilst providing the opportunity for students to develop subject knowledge and vocational skills relevant to postgraduate training for employment in a related field. We encourage students to integrate different types of knowledge and disciplinary perspectives and provide opportunities for students to develop their knowledge of methods of enquiry and apply this knowledge in topics associated with PESS. Additionally, we strive to nurture the development of an analytical and critical mind, and to develop a creative approach to the independent treatment of problems. The programme aims to provide a variety of teaching and learning experiences that expose students to a variety of assessment methods, enabling the development of self-confidence and the ability to work independently and in a group, developing a range of personal and transferable skills including communication, IT, group and independent work and time management necessary for effective contributions to the development of PESS.



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### The purpose of this pre-entry handbook

This Handbook has been developed to help prepare you well to join the Physical Education and School Sport programme at Edge Hill University in September 2021. It is divided into two main sections, each with some tasks which you should complete having undertaken some research into the topics explored. The tasks address some very important things which you will be asked to discuss with your Personal Tutor during your induction week and the modules you will study in Semester 1 before the Christmas period.

It is **ESSENTIAL** that you complete all of the tasks in this Handbook **BEFORE** induction week and have the completed version available to you electronically (e.g. on email, a USB or cloud storage system) when you meet your Personal Tutor. You should complete each task electronically as indicated. You will be encouraged to reflect upon your answers to the tasks as part of your meeting and to help begin your studies at Edge Hill.

**SECTION A**

**About Your Degree and Career Aspirations**

1. **One aspect of your degree draws upon the professional standards for teaching. The competencies articulated within these standards can be relatable to a variety of professions that come under the umbrella of, ‘Physical Education and School Sport’. Why are there teaching standards (officially called Teachers’ Standards) in the UK?**
2. **What do professional standards mean for a teacher?**
3. **The Teachers’ Standers document is presented in three parts. Provide a brief overview of what each part entails.**
4. **What are your career aspirations?**
5. **What do you hope to achieve from your degree in Physical Education and School Sport at Edge Hill?**
6. **What types of jobs and careers are you able to pursue having studied Physical Education and School Sport at Edge Hill?**

**SECTION B**

**About Your First Four Modules**

**SPT1642 – Foundations of Practical Physical Education and School Sport Teaching:**

One of the first modules you will study on the Physical Education and School Sport programme at Edge Hill in Semester 1 is ***SPT1642 – Foundations of Practical Physical Education and School Sport Teaching***. In this module you will focuses on the study of education through the physical medium. Through theoretical input and practical sessions, the expectations and requirements of current National Curriculum and School Sport provision will be investigated and developed. This practical teaching module emphasises and fosters links with the ‘Teachers Standards’ (Department for Education, revised 2013) that may be further developed through postgraduate programmes such as PGCE or other related professional studies for those wishing to work in physical education, school sport or other related settings.

In this module you will address topics such as National Curriculum, Teaching Standards, Planning, Reflection, Inclusion and Classroom Management. To help prepare you for this module, you should complete the following tasks:

1. **Search and access the Department for Education Teachers Standards 2013**
2. **Make note of how you could use these teaching standards to develop your own pedagogic practice in a practical teaching environment.**

**SPT1643 – Foundations of Physical Education and School Sport Teaching and Learning:**

SPT 1643is a complementary module to SPT1642 and will also be studies in semester 1. This module will provide you with an introduction to the pedagogical nature of practitioner’s work. It will make you aware of the fundamental assumptions underpinning a selection of key learning theories, as well as developing your knowledge of how these theories can be applied to facilitate and assess learning in physical education and school sport settings. You will also become familiar with the issues and practices surrounding the creation and maintenance of positive learning environments.

In this module you will address topics such as learning theories, teaching and assessment strategies, learning differences, task development and students and teacher role in the learning process. To help prepare you for this module, you should answer the following questions:

1. **Write a short reflection (50 words) on your understanding of learning (think about what learning means for you)**
2. **Based on your understanding of learning, reflect on the role of the teacher. You are required to write 50 words on your understanding of the role on the teacher in the learning process.**

**SPT1644 – Critical Enquiry and Academic Skills in Physical Education and School Sport**:

You will also study ***SPT1644 – Critical Enquiry and Academic Skills in Physical Education and School Sport*** in Semester 1. This module requires you to become familiar with the academic conventions of studying in higher education. You will be expected to become proficient with expected standards of referencing and submission of work, thinking and writing in a critically analytical manner, and identifying appropriate literature from books, journals and other appropriate sources to inform your work. You will also be introduced to important ways of searching relevant databases inside and beyond physical education and school sports contexts. Key skills required within modules at all levels and beyond for effective learning, presentation and assessment will be introduced and developed.

In this module you will look at the expectations for study at Edge Hill, how to access library sources, finding and analysing professional and academic literature from a variety of sources and academic Malpractice and Plagiarism. You will also look at reading skills, presentation skills, how to develop analytical thinking, reasoning, and constructing critical arguments, structuring essays and developing academic writing skill. You will also work on self–management and reflective practice. To help prepare you for this module, you should complete the following task:

1. **Search, access and save the ‘Harvard Referencing Style Guide - Edge Hill University’ document.**
2. **Using Google Scholar search for three pieces of reading/literature (Books or Journals) that relate to, ‘The Purpose of Physical Education’. Once you have selected three different pieces of reading - reference each selected source by using the guidance outlined in the above document.**

**SPT1646 – Foundations of Children’s Growth and Movement Development**:

Finally, prior to Christmas you will also engage in ***SPT1646 – Foundations of Children’s Growth and Movement Development***. This module provides you with a basic understanding of the developmental processes that a child undergoes from birth through to physical maturity. This is further combined with an understanding of movement skills, their classification, and the sequential manner in which they are achieved through to adolescence. To improve and develop your understanding, the module will provide you with the observational and practical skills necessary to assess the motor capabilities of young children. Reflecting on current research should enable you to rationalise the need for application of this knowledge to developing children, in order for their full potential as a physically literate individual to be possible. Knowledge of the developing child, related influences, and the impact such understanding may have on planning and teaching physical activity sessions should benefit any of you who are seeking to join most child-centred professions, particularly teachers and coaches.

In this module you will address topics such as, classification of motor skills, movement production and motor programs, stages of motor learning and motor skill development, the effects of growth and maturation on motor development, and assessment of movement skill proficiency and motor competence. To help prepare you for this module, you should complete the following task and think about the scenario provided:

1. **Please access and read the following paper titled “A hitchhiker’s guide to assessing young people’s motor competence: Deciding what method to use”, by clicking on the link below.**

**https://drive.google.com/file/d/1xgByVvK1MFhapzJRH2iUXtGgqT1S4eqj/view?usp=sharing**

1. **Whilst you get towards the end of the paper you will see different scenarios for what assessments to use in different contexts. Please think about the new scenario below:**

**New scenario:** You are a newly qualified secondary school PE teacher and you have been timetabled to teach a Year 8 class of 35 pupils for the remainder of the school year. You want to know what the level of motor competence of the class is, so you can plan for future PE lessons. **Which motor competence assessment would you use?**

**We look forward to seeing you in September!**

**The PESS Team!**